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ABSTRACT

This document is designed to assist classroom teachers in preparing students to complete successfully the "Alabama High School Graduation Exam" (AHSGE). The document describes the content for the language and reading comprehension portion of the AHSGE. The teaching strategies, activities, and resources contained in the document were developed to aid teachers in specifically addressing the mandated standards and objectives of the AHSGE and have been correlated with the "Alabama Course of Study." The document is divided into the following parts: Alabama High School Graduation Exam General Information; Language and Reading Comprehension Subject-Area Test Information (Language Checklist; Reading Comprehension Checklist; How Can Teachers Most Effectively Use This Document?; Instructional Strategies and Techniques: What Should Teachers Do?; Suggestions for Preparing and/or Remediating Students; Motivational Ideas); Activities: Language; Activities: Reading Comprehension; Resources; Item Specification: Language; and Item Specifications: Reading Comprehension. The materials in the document used as samples for the Reading Comprehension section were chosen to provide a variety of reading levels and purposes. Teachers are free to arrange the materials in the document in any form that best benefits their students. (NKA)

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ALABAMA HIGH SCHOOL GRADUATION EXAM

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PATHWAYS FOR LEARNING

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LANGUAGE AND READING COMPREHENSION

Division of Instructional Services

Alabama Department of Education
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ACKNOWLEDGMENTS

The Alabama High School Graduation Exam Task Force, composed of middle and high school teachers and local school system supervisors of instruction and curriculum, developed this document.

LANGUAGE AND READING COMPREHENSION
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STATEMENT OF PURPOSE

This document is designed to assist classroom teachers in preparing students to complete successfully the *Alabama High School Graduation Exam* (AHSGE). Classroom teachers from all areas of Alabama were selected to participate in its preparation. The teaching strategies, activities, and resources contained in this document were not developed to replace the successful methods teachers are already using or to make the teacher's job more complex but rather to assist teachers in specifically addressing the mandated standards and objectives of the *Alabama High School Graduation Exam.*

These suggested activities have been correlated with the *Alabama Course of Study: English Language Arts* and *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam,* Bulletin 1997, No. 16. However, due to the volume of skills and eligible content that will be tested, this document is not intended to be an exhaustive coverage of the required skills and content nor does the successful completion of the activities in this document assure a student's success on the AHSGE.

It should be noted that the task of preparing our students for this important exam does not lie solely with the tenth- and eleventh-grade teachers. Teachers at all grade levels must work together and assume responsibility for teaching AHSGE competencies. All teachers are encouraged to work together so that continuity of the curriculum may be achieved. Although the resources and activities included in this document are not and should not be the only ones that will be used by teachers, it is hoped this document will assist the classroom teacher in preparing students to meet the challenge of the *Alabama High School Graduation Exam.*

The materials used as samples for the Reading Comprehension Section were chosen to provide a variety of reading levels and purposes. These selections could be used for multiple standards and objectives. Teachers are encouraged to use the lesson/teaching strategies in total or in part. Teachers should feel free to arrange the provided material in any form that best benefits their students. The establishment of a year-long reading program, including summer, for all students would be of immeasurable worth.

The document is subdivided into two sections: "Language" and "Reading Comprehension." This division reflects the organization of the document. *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam,* Bulletin 1997, No. 16. This document describes the content for the language and reading comprehension portion of the AHSGE. A brief overview of this content is included in chart form on the pages B-1 through B-2.

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ALABAMA HIGH SCHOOL GRADUATION EXAM

TODAY'S STUDENTS, TOMORROW'S CITIZENS
PATHWAYS FOR LEARNING

LANGUAGE AND READING COMPREHENSION

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A. GENERAL INFORMATION

GENERAL INFORMATION ABOUT THE ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE) THIRD EDITION

WHAT IS THE ALABAMA GRADUATION EXAMINATION PROGRAM?

The Alabama Graduation Examination Program had its beginning with the April 27, 1977, State Board of Education resolution that mandated that the State Superintendent of Education appoint a committee to develop minimum competencies for high school graduation and to establish plans for measuring those skills. The graduation examination program that grew out of this resolution had as its goal that all Alabama students should have the opportunity to learn the minimum competencies necessary to earn an Alabama high school diploma. There are three editions of the graduation examination. They are as follows:

- *Alabama High School Graduation Examination,* First Edition (AHSGE) – Requirement for any student who was a ninth-grader for the first time on or after the 1981-1982 scholastic year (Class of 1985)
- *High School Basic Skills Exit Exam,* Second Edition (Exit Exam) – Requirement for any student who was a ninth-grader for the first time on or after the 1989-1990 scholastic year (Class of 1993)
- *Alabama High School Graduation Exam,* Third Edition (AHSGE) – Requirement for any student who was a ninth-grader for the first time on or after the 1997-1998 scholastic year (Class of 2001)

The State Department of Education (SDE) has discontinued the administration of the first edition of the graduation examination.

With each new edition, the content of the exam was changed to reflect the increased course requirements for graduation. The third edition is aligned with the course requirements for graduation as adopted by the State Board of Education on April 11, 1996.

WHAT WERE THE STEPS IN DEVELOPING THE AHSGE, THIRD EDITION?

In 1996 the State Board of Education asked the SDE to develop a new graduation examination that would be aligned with new course requirements for graduation. The Test Advisory Committee, composed of educators from all parts of the state, recommended the broad areas to be assessed. In February 1997 the State Board of Education adopted these broad areas.

The Standards and Objectives Committees, composed of teachers representing all parts of the state, using the course of study for each subject area, recommended the standards and objectives for reading comprehension, language, mathematics, science, and social studies to be assessed on the AHSGE.

The proposed standards and objectives were submitted for review to subject-area specialists and educators in all local education agencies, institutions of higher education, and state

organizations. Their recommendations were reviewed, and the standards and objectives were refined based on these recommendations. The State Board of Education approved the standards and objectives.

The SDE contracted with a testing company to write the test specifications (eligible content) and test questions for each subject-area test. The Test Specifications Committees, composed of teachers in the state, reviewed, modified, and approved the test specifications. Using these specifications, the items were written by the testing company for each subject-area test. The Content and Bias Review Committees, composed of educators from all parts of the state, reviewed and revised all test items for content and bias. The Content and Bias Review Committees approved all items before they were piloted. The items for the reading, language, mathematics, and science subject-area tests were piloted during the 1997-98 school year. The items for the social studies subject-area test will be piloted during the 1998-99 school year.

WHAT IS THE GENERAL CONTENT OF THE AHSGE?

Reading Comprehension (Reading) Subject-Area Test

The reading subject-area test requires students to read and comprehend articles, poems, editorials, essays, manuals, catalogues, and/or schedules. The reading selections will range from approximately 600-1200 words.

Language Subject-Area Test

The language subject-area test requires students to apply correct grammar and usage, correct capitalization and punctuation, appropriate word choice, correct sentence structure, and appropriate organizational skills for writing/revising.

Mathematics Subject-Area Test

The mathematics subject-area test requires students to perform basic operations on algebraic expressions, to solve equations and inequalities, to apply concepts related to functions, to apply formulas (while being supplied the formula), to apply graphing techniques, to represent problem situations, and to solve problems involving a variety of algebraic and geometric concepts. A page of formulas will be included in each test booklet. Calculators will be provided for each student, although a calculator is not needed in order to solve the problems. The state-provided calculator is a four-function calculator with percent, +/-, and square root keys. Each key performs a single function. Approximately 75% of the test is Algebra I content and 25% of the test is pre-geometry content.

Science Subject-Area Test

The science subject-area test requires students to apply concepts dealing with the nature of science, matter, diversity of life, heredity, cells, interdependence, energy, and force and motion. The Periodic Table will be provided in each test booklet. Approximately 70% of the test is related to biology and 30% of the test is related to physical science.

Social Studies Subject-Area Test

The social studies subject-area test requires students to know content related to the:

- Global influence of the pre-colonial and colonial eras of the Western Hemisphere
- Formation and development of the United States
- Eras of revolution, expansion, and reform prior to the United States Civil War
- United States Civil War era
- Developments of the late 19th to the early 20th centuries
- Causes and effects of World War I
- Great Depression and World War II

(This subject-area test will not be a part of the AHSGE until the spring of 2000, Class of 2002.)

WHAT IS THE PRE-GRADUATION EXAMINATION?

Students will take the pre-graduation examination during the spring of Grade 10. The *Alabama High School Graduation Exam*, Third Edition, is the pre-graduation examination. The pre-graduation examination is intended as a "checkpoint" for students, parents, and teachers so that students' strengths and weaknesses on the content of the AHSGE may be identified. However, should students pass one or more subject-area tests of this examination, they will be given credit toward graduation for passing the subject-area test(s).

WHO TAKES THE PRE-GRADUATION EXAMINATION?

Any student who, at the time of the **spring** administration of the graduation examination, is identified by the school as a tenth-grader **and** reported as such to the central office in attendance records is eligible to take the pre-graduation examination.

WHEN WILL THE PASSING SCORE FOR EACH SUBJECT-AREA TEST OF THE AHSGE BE ESTABLISHED?

The passing score for reading, language, mathematics, and science subject-area tests will be determined after the spring 2000 administration of the AHSGE. The passing score for the social studies subject-area test will be determined after the spring 2001 administration of the AHSGE. It should be noted that tenth-graders taking the pre-graduation examination in spring 1999 will not know if they passed the reading, language, mathematics, and science subject-area tests until after the passing score is established in spring 2000. Therefore, these students will have to take the reading, language, mathematics, and science subject-area tests of the AHSGE in spring 2000. However, if students pass in spring 1999 or spring 2000, they will be given credit toward graduation. Also, tenth-graders taking the social studies subject-area test of the pre-graduation examination in spring 2000 will not know if they passed until after the passing score is established in spring 2001. Therefore, these students will have to take the social studies subject-

area test of the AHSGE in spring 2001. However, if students pass in spring 2000 or spring 2001, they will be given credit toward graduation.

WHO MUST TAKE A GRADUATION EXAMINATION?

Since the spring of 1985, all students who receive an Alabama high school diploma from a public school in Alabama must have passed a graduation examination.

Effective July 1, 1995, all students who enroll in an adult diploma program and receive an Alabama high school diploma from a public school in Alabama must have passed a graduation examination.

DO NON-PUBLIC SCHOOL STUDENTS HAVE TO TAKE A GRADUATION EXAMINATION?

No, however, non-public school students may elect to take the graduation examination. If a non-public school student who is enrolled in a private school wants to take the examination, all eligible students of the private school must take the examination. If non-public school students wish to take the examination, they must register with a local public school and pay a fee to the local public school to take the examination. They must take the examination at an assigned public school location.

IF STUDENTS ARE TAKING THE CURRENT HIGH SCHOOL BASIC SKILLS EXIT EXAM (EXIT EXAM), WILL THEY HAVE TO TAKE THE NEW GRADUATION EXAM?

No, students who are currently taking the Exit Exam (Second Edition) will continue to take that edition until it is phased out in several years.

WHO MUST TAKE THE AHSGE, THIRD EDITION?

Any student who was a ninth-grader for the first time in the 1997-98 scholastic year will have to pass the *Alabama High School Graduation Exam* which measures the standards and objectives contained in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16.

Any student who was a ninth-grader for the first time on or after the 1998-99 scholastic year will have to pass the *Alabama High School Graduation Exam* which measures the standards and objectives contained in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16, and *Standards and Objectives (Social Studies) for Alabama High School Graduation Exam*, Bulletin 1998, No. 13.

Effective July 1, 2000, students enrolling in an adult diploma program will have to pass the *Alabama High School Graduation Exam* which measures the standards and objectives contained in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16.

Effective July 1, 2001, students enrolling in an adult diploma program will have to pass the *Alabama High School Graduation Exam* which measures the standards and objectives contained in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16, and *Standards and Objectives (Social Studies) for Alabama High School Graduation Exam*, Bulletin 1998, No. 13.

WHEN WILL THE GRADUATION EXAMINATIONS BE ADMINISTERED?

Opportunities

Students following the normal rate of progression in Grades 9-12 are provided four opportunities to take the AHSGE. These four opportunities are defined as the spring administration in the eleventh grade and the fall, midyear, and spring administrations in the twelfth grade. Students will also have an option to take the AHSGE during the summer between the eleventh and twelfth grades at a site to be determined by the local school system.

Testing Dates

The graduation examination will be administered over a five-day period. Tentative dates set aside for administration of the graduation examination are:

- Middle to end of September
- Beginning to middle of December
- Middle to end of March
- Middle to end of July (optional opportunity)

Students will take one subject-area test per day as follows:

- Monday – Reading
- Tuesday – Language
- Wednesday – Mathematics
- Thursday – Science
- Friday – Social Studies

Testing Time

The graduation examination is untimed; however, students may not receive an unreasonable amount of time that would interfere with other school requirements. Each day's testing should be scheduled for approximately three hours, with provisions made for students who need more time.

HOW MANY OPPORTUNITIES WILL A STUDENT HAVE TO TAKE THE TEST AFTER EXITING SCHOOL?

Exited students may continue to take any subject-area test at every regularly scheduled administration for as long as the student wishes to take the subject-area test(s) in order to earn an Alabama high school diploma.

WHO IS AN ELEVENTH-GRADER?

Any student who, at the time of the spring administration of the graduation examination, is identified by the school as an eleventh-grader **and** reported as such to the central office in attendance records is eligible to take the AHSGE.

HOW WILL STUDENTS BE INFORMED ABOUT THE GRADUATION EXAMINATION?

Notification of the Requirement to Pass the Graduation Examination

The graduation examination requirement brochure provides facts pertaining to the graduation examination. All students must receive this brochure when they enter the ninth grade. Parents and students must sign and return the signature portion of the brochure to the high school to indicate that they have received notification of the requirement to pass the graduation examination. Transfer students in the ninth grade or above must receive the same brochure as the students in his/her grade received immediately upon enrollment in the school.

Notification of Test Results

Local Education Agencies (LEAs) are responsible for notifying students and parents of the results of the graduation examination. The SDE will provide LEAs with two copies of the student label which indicates "Pass" or "Fail" for each subject-area test. One label must be placed in the student's cumulative folder, and the other must be given to the student/parent. If a student fails any subject-area test of the examination, the SDE will provide LEAs with two copies of the individual report. The individual report indicates deficiencies for each subject-area test failed. The LEA must design remediation plans for students utilizing the information provided by the SDE.

WHAT TYPE ITEMS WILL BE ON THE AHSGE, THIRD EDITION?

The test items are multiple-choice with four answer choices. The answer choices for odd-numbered items will be A, B, C, and D. The answer choices for even-numbered items will be E, F, G, and H.

HOW MANY TEST QUESTIONS WILL BE ON EACH SUBJECT-AREA TEST?

The number of items on each subject-area test is as follows:

- Reading – 84 items
- Language – 100 items
- Mathematics – 100 items
- Science – 100 items
- Social Studies – 100 items

WHAT IF A STUDENT COMPLETES ALL COURSE CREDIT REQUIREMENTS BY THE END OF THE TWELFTH GRADE, BUT STILL HAS NOT PASSED THE GRADUATION EXAMINATION?

A student may elect to return to school for remediation for the graduation examination until the age of 21. The school is responsible for providing the remediation. It is a local decision, however, as to how this remediation will take place. A student may continue to take the graduation examination for an unlimited number of times.

HOW DO STUDENTS PREPARE FOR THE GRADUATION EXAMINATION?

Students will need to **master** course content as outlined in the Alabama Courses of Study in English Language Arts, Mathematics, Science, and Social Studies and to retain the fundamental knowledge learned in those courses.

HOW SHOULD EACH SCHOOL SYSTEM DOCUMENT CURRICULAR AND INSTRUCTIONAL VALIDITY FOR THE AHSGE, THIRD EDITION?

School systems must have a comprehensive plan which specifies that the objectives are taught to students in grades as they progress through school.

In order to ensure curricular and instructional validity, the LEAs must include the following in their plans:

- The teaching of the objectives **before** students are tested.
- For any objective with less than 75% of the items correct after the administration of the **pre-graduation** examination, the reteaching of these objectives if the student has successfully completed the course, **or** the scheduling of the student for the course if the student has not successfully completed the course.
- The reteaching of objectives with less than 75% of the items correct on an individual basis after the administration of the **graduation** examination for students who fail any subject-area test.

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To document the teaching of objectives before students are tested on them, LEAs should have their plans organized to include the objectives in their course descriptions, scope and sequences, and lesson plans. The LEAs must be able to document that these objectives are included on classroom tests. Documentation of the teaching and testing of the objectives reflects that students have been given the opportunity to learn these objectives as they progress through the grades.

Teachers have the responsibility for assisting students on any objective on which they have less than 75% of the items correct as indicated on the pre-graduation examination individual reports. These objectives should be emphasized and integrated appropriately in the curriculum. Reteaching should be guided by Item Specifications. Students who have not mastered a particular objective should be provided appropriate, alternative instructional strategies.

Following each graduation examination administration, any student who fails a subject-area test(s) **must** be retaught any objective with less than 75% of the items correct. This reteaching must be documented on a form(s) that includes, but may not be limited to, the following:

- The name of the student.
- Each objective in each of the subject areas (reading, language, mathematics, science, and social studies) where the student did not achieve 75% of the items correct.
- Spaces beside each objective where the dates of reteaching and the initials of the person doing the reteaching are recorded.
- Space for naming activities/materials used in reteaching.

In addition to the individual documentation form, samples of the student's work including classroom tests **must** be retained.

For students passing the graduation examination by the end of their twelfth-grade year, documentation must be retained for four years after their graduation. (Example: John Jones has passed the graduation examination, met course credit requirements, and graduated in May 1999. His documentation must be kept on file until 2003.)

For students not passing the graduation examination, documentation must be retained until four years after they successfully complete the graduation examination or until four years following the student's last attempt to pass the graduation examination. (LEAs must also adhere to all other regulations regarding the documentation and retention of records for students of special populations.)

B. SUBJECT-AREA TEST INFORMATION

CONTENT ON THE ALABAMA HIGH SCHOOL GRADUATION EXAM LANGUAGE SUBJECT-AREA TEST

STANDARD NUMBER	CONTENT	NUMBER OF OBJECTIVES	NUMBER OF TEST ITEMS
I	Recognize correct grammar and usage.	9	45
II	Demonstrate appropriate word choice.	2	10
III	Recognize correct sentence structure.	2	10
IV	Use correct capitalization and punctuation.	5	25
V	Use appropriate organizational skills for writing/revising.	1	10
	TOTAL NUMBER OF TEST ITEMS		**100**

CONTENT ON THE ALABAMA HIGH SCHOOL GRADUATION EXAM READING COMPREHENSION SUBJECT-AREA TEST

STANDARD NUMBER	CONTENT	NUMBER OF OBJECTIVES	NUMBER OF TEST ITEMS
I	Demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.	3	18
II	Interpret passages taken from textual, functional, and recreational reading material.	5	30
III	Apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.	3	18
IV	Utilize strategies that enhance comprehension of textual, functional, and recreational reading material.	4	18
	TOTAL NUMBER OF TEST ITEMS		**84**

Textual Material: Material generally read for information such as charts, graphs, encyclopedias, news magazines, essays, lab manuals, and material found in textbooks.
Functional Material: Material generally requiring precise action as a result of comprehension such as directions, maps, schedules (television, bus), menus (computer, restaurant), catalogues, instructions, and other material generally encountered in everyday life beyond the classroom.
Recreational Material: Material generally read for pleasure such as magazines, poetry, novels, and short stories.

NOTE: The Reading Comprehension subject-area test will require students to read a variety of selections and to answer comprehensive questions associated with these selections. Approximately 50 percent of the reading selections will be textual; approximately 25 percent of the reading selections will be recreational; and approximately 25 percent of the reading selections will be functional.

ALABAMA HIGH SCHOOL GRADUATION EXAM
LANGUAGE STANDARDS, OBJECTIVES, AND ELIGIBLE CONTENT
CHECKLIST

Teacher _____ **School** _____

STANDARD I: The student will recognize correct grammar and usage.			
OBJECTIVE 1: **Identify correct noun forms (singular and plural).**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT			
• Regular and irregular forms.			
• Collective nouns.			
• Proper nouns.			
• Compound nouns.			
• Words with alternate accepted forms. (Note: The plural of *index* could be *indexes* or *indices*.)			

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STANDARD 1: The student will recognize correct grammar and usage. (continued)				
OBJECTIVE 2:	**Identify correct verb forms.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Regular and irregular verbs.				
• Number.				
• Tense.				

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STANDARD I: The student will recognize correct grammar and usage. (continued)				
OBJECTIVE 3:	**Recognize subject-verb agreement.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Singular and plural subjects, including compound subjects. (Note: Compound subjects will include those joined by "or," with the second element singular or plural.)				
• Compound in form, singular in meaning.				
• Plural in form, singular in meaning.				
• Regular and inverted order.				
• Collective nouns, when correct verb form depends on rest of sentence.				
• Sentences with intervening phrases.				
• Indefinite pronoun as subject.				
• Correlative conjunctions.				

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STANDARD I: The student will recognize correct grammar and usage. (continued)				
OBJECTIVE 4:	**Recognize pronoun-antecedent agreement in number and gender.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
None Specified				
OBJECTIVE 5:	**Identify incorrect shifts in verb tense.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Verb shifts within sentences.				
• Verb shifts within paragraphs.				
• All tenses.				

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STANDARD [illegible]				
OBJECTIVE 6:	**Identify correct pronoun case.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Nominative, objective, possessive case. (Note: Pronoun case may include reflexive pronouns.)				
• Contractions.				
• Misspellings such as "our's" and "her's".				
OBJECTIVE 7:	**Identify effective use of voice.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Active voice.				
• Passive voice. (Note: Active verbs preferred over passive.)				

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STANDARD I: The student will recognize correct grammar and usage. (continued)				
OBJECTIVE 8:	**Determine correct placement of modifiers.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Dangling participles.				
• Misplaced participles. (Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs [adjectival and adverbial phrases and clauses]; or verbals.)				
OBJECTIVE 9:	**Identify correct usage of commonly confused words.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Words that sound alike but have different meanings.				
• Words that are frequently confused although not pronounced alike.				
• Words that are commonly misused.				

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STANDARD II: The student will demonstrate appropriate word choice.				
OBJECTIVE 1:	**Use words that create clarity, precision, and vivid description.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Action verbs, not linking verbs.				
• Specific terms, not general or vague.				
• Clear, precise, vivid language. (Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.)				

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STANDARD II: The student will demonstrate appropriate word choice. (continued)				
OBJECTIVE 2:	**Use formal and informal language appropriately.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Informal language.				
• Formal language. (Note: Formal language should avoid slang, contractions, second person, and jargon.)				
STANDARD III: The student will recognize correct sentence structure.				
OBJECTIVE 1:	**Correct run-on sentences, sentence fragments, and comma splices.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
None Specified				

STANDARD III: The student will recognize correct sentence structure. (continued)				
OBJECTIVE 2:	**Correct sentences that lack internal parallelism.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Correlative conjunctions immediately before the parallel terms.				
• Parallel grammatical form of words, phrases, and clauses in series.				

STANDARD IV: The student will use correct capitalization and punctuation.				
OBJECTIVE 1:	**Demonstrate correct use of capitalization.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT:				
• Direct quotations, including complete sentences and broken quotations.				
• Proper nouns and proper adjectives.				
• Titles.				

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STANDARD IV: The student will use correct capitalization and punctuation. (continued)				
OBJECTIVE 2:	**Demonstrate correct use of commas.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT:				
• Items in a series.				
• Direct address, appositives, and parenthetical expressions.				
• Conventional uses.				
• After introductory adverbial clauses.				
• With quotation marks.				
• Before coordinating conjunction in compound sentences consisting of two long independent clauses.				

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STANDARD IV: The student will use correct capitalization and punctuation. (continued)				
OBJECTIVE 3:	**Demonstrate correct use of a semicolon and a colon.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT:				
• Semicolon to separate elements in a series in which one element in the series is already separated by commas.				
• Semicolon in a compound sentence with no conjunction.				
• Semicolon before a conjunctive adverb.				
• Colon to introduce a list within a sentence.				

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STANDARD IV: The student will use correct capitalization and punctuation. (continued)				
OBJECTIVE 4:	**Demonstrate correct use of quotation marks and underlining.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT:				
• Quotation marks in direct quotations, including broken quotations.				
• Quotation marks to indicate titles.				
• Underlining to indicate titles.				

STANDARD IV: The student will use correct capitalization and punctuation. (continued)				
OBJECTIVE 5:	**Demonstrate correct use of the apostrophe.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT:				
• Possessive of singular nouns.				
• Possessive of plural nouns.				
• Possessive of compound nouns.				
• Contractions.				

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STANDARD V: The student will use appropriate organizational skills for writing/revising.				
OBJECTIVE 1:	**Determine logical progression and completeness of paragraphs.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT:				
• Introductory sentences.				
• Concluding sentences.				
• Sequence of events or details.				
• Transitional words.				
• Irrelevant and/or redundant sentences.				

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ALABAMA HIGH SCHOOL GRADUATION EXAM
READING COMPREHENSION STANDARDS, OBJECTIVES, AND ELIGIBLE CONTENT CHECKLIST

Teacher _____ School _____

STANDARD I: The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.				
OBJECTIVE 1:	**Identify supporting details.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Identify details that support main idea(s) in one or more passages.				
OBJECTIVE 2:	**Determine sequence of events.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Identify sequential order in one or more passages. (Note: Sequential order may include dates; first, next, last; before and after; and order of events.				

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STANDARD I: The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material. (continued)				
OBJECTIVE 3:	**Follow directions.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Identify directions that are implicit or embedded in a passage.				
• Identify the outcome or product of a set of directions.				
• Recognize when a set of directions has been followed correctly. (Note: Directions will relate to activities that are appropriate for Grade 11 students.)				

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STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material.				
OBJECTIVE 1:	**Identify main idea.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Recognize the main idea in a paragraph or passage(s). (Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view.)				
OBJECTIVE 2:	**Draw conclusions.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Draw conclusions based on information in one or more passages.				

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STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material. (continued).				
OBJECTIVE 3:	**Determine cause and effect.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Infer the cause(s) of effect(s) stated or implied in a passage.				
• Infer the effect(s) of cause(s) stated or implied in a passage.				

STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material. (continued)				
OBJECTIVE 4:	**Detect propaganda; distinguish fact from opinion.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Identify an author's purpose or point of view in one or more passages.				
• Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action.				
• Identify the purpose of specific persuasive techniques, but not label or define the techniques.				
• Distinguish facts from opinions based on a passage.				

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STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material. (continued)				
OBJECTIVE 5:	**Recognize statements that adequately summarize a passage.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
None Specified				

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STANDARD III: The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.				
OBJECTIVE 1:	**Recognize fallacies of logic and judge strength of argument.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Recognize faulty logic in one or more passages.				
• Evaluate faulty logic in one or more passages.				
• Recognize the strength(s) or weakness(es) of argument(s) in one or more passages.				
• Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages.				
• Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.				

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STANDARD III: The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material. (continued)				
OBJECTIVE 2:	**Analyze literary elements.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. (Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.)				
OBJECTIVE 3:	**Demonstrate understanding of figurative language and analogy.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Analyze the use of analogy in a passage.				
• Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. (Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole [overstatement].)				

STANDARD IV: The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.				
OBJECTIVE 1:	**Determine word meaning through the use of context clues.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Determine the meaning of words or phrases in context. (Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.)				
OBJECTIVE 2:	**Demonstrate the ability to preview and predict.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Preview text features to make a prediction about the text content. (Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.				

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STANDARD IV: The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material. (continued)				
OBJECTIVE 3:	**Discern organizational patterns.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Determine the organizational pattern of a passage, but not label the pattern. (Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples of anecdotes.				
OBJECTIVE 4:	**Demonstrate the ability to locate information in reference material.**	**DATE TAUGHT**	**DATE TESTED**	**MATERIALS/RESOURCES**
ELIGIBLE CONTENT				
• Comprehend information in reference materials. (Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.)				

HOW CAN TEACHERS MOST EFFECTIVELY USE THIS DOCUMENT?

- Become familiar with the entire document. Pay careful attention to standards, objectives, and eligible content.
- Refer to the document when preparing lesson plans and remediating students.
- For each Alabama High School Graduation Exam (AHSGE) standard and objective detailed in this document, read carefully to determine the content standards, prerequisite skills, and related skills from the Course of Study that should be covered in the courses taught.
- Be aware that the prerequisite skills, standards, objectives, and related skills may range from Grade 5 through Grade 12. Responsibilities do not rest just with high school teachers. A major share of the responsibility also belongs to middle (and even elementary) school teachers.
- Use the activities appropriately.
  - One or more of the activities may be included as a part of daily instructional plans for teaching prerequisite skills and/or exam objectives. (Teachers may choose not to use these activities when they have others that they feel are better for their particular class.)
  - Adapt the activities to the age, grade level, and/or instructional needs of students.
  - Be aware that some activities should be used to introduce concepts or allow for discovery of concepts while others are more specifically designed to cover content.
  - **Make sure that all activities are followed by specific examples of the types of questions and/or problems involved in the standard and the objective. Students should then be given additional independent work that specifically targets the skills required in correctly using the identified content. The activities in this document alone are not designed to provide all the teaching and practice needed to help students master the content of the AHSGE. Read the standards and the objectives carefully to identify all content that students are expected to know.**

INSTRUCTIONAL STRATEGIES AND TECHNIQUES
WHAT SHOULD TEACHERS DO?

Teachers can enhance students' chances for success by . . .

- Teaching all the content specified in the *Alabama Course of Study: English Language Arts* for each course or grade level.
- Teaching students **HOW TO** take notes, organize material, study, and take tests (test-taking tactics).
- Having materials such as the state Course of Study, local curriculum guides, the *SAT Compendium Supplement*, supplementary materials that accompany textbooks, and other resources available as plans are developed for instruction and assessment.
- Attending staff development sessions on instructional assistance and the use of supporting documents (standards, courses of study, etc.).
- Providing independent and guided practice.
- Providing hands-on activities and other opportunities for active learning experiences.
- Providing assessments that are directly linked to instruction.
- Considering the different learning styles of students as plans are made for instruction.
- Using students' prior knowledge to strengthen their understanding.
- Helping establish prior knowledge needed for tasks/materials.
- Making the subject matter relevant.
- Stressing vocabulary.
- Providing activities that reach all modalities: auditory, kinesthetic, visual, tactile.
- Providing intervention strategies.
- Using student self-assessment.
- Providing opportunities for cooperative and group learning.

SUGGESTIONS FOR PREPARING AND/OR REMEDIATING STUDENTS

To prepare students better, <u>school administrators</u> should . . .

- Provide the faculty with a list of all students scheduled to retake any portion of the graduation examination.
- Provide more professional development opportunities for teachers.
- Solicit postsecondary and business involvement in after-school and summer tutorial programs.

The role of <u>teachers</u> in preparing and/or remediating students is to . . .

- Teach all the content specified in the Alabama Course of Study for each course or grade level.
- Use previous assessments to profile a student's academic strengths and weaknesses. (Grades 8 - 10 SAT individual reports, Grade 7 writing assessments, and pre-graduation examination individual reports could be used for this purpose.)
- Analyze SAT group reports to evaluate curriculum and instruction.
  - Are there gaps in the program?
  - Is more emphasis needed in some areas?
  - Does the sequence of concepts need to be changed?
- Provide opportunities for students who are not mastering material to use tutorial software.
- Use a computer management system to record student progress.
- Develop practice tests written in the same format as the graduation examination and include appropriate practice items on teacher-made tests throughout the year.
- Create examples on each Objective to assist with mastery and practice of the specific objectives.
- Use a variety of instructional techniques aimed at teaching <u>all</u> students.

To make sure <u>students</u> are adequately prepared for the graduation examination, they should . .

- Use their student report of the examination results to set goals for improvement on their next test opportunity.
- Think about more than one way to solve a problem or answer a question.
- Avoid unnecessary absences from school.
- Become computer-literate.
- Always ask for help before test time and complete all homework assignments promptly.
- Take responsibility for their own learning.

<u>Parents</u> can help if they . . .

- Make sure their children attend school every day possible.
- Make sure their children are completing homework assignments daily and are going to class prepared.
- Encourage their children to seek additional help when they experience difficulty mastering specific concepts.
- Require students to study and prepare adequately for the test.
- Request information on test content from school representatives.

To provide additional help, <u>communities</u> can . . .

- Establish mentoring programs to assist students in preparing for the test.
- Publicize *Alabama High School Graduation Exam* information.

MOTIVATIONAL IDEAS

To increase motivation, students should have the opportunity to . . .

- Experience learning through pencil-and-paper and other activities.
- Become actively involved in the learning process.
- Work with others on problems, projects, or other classroom activities.
- Explore relationships among different topics and subject areas.
- Use technology such as computers.
- Discuss and illustrate mastery of concepts.
- Seek the applicability of language and reading comprehension concepts to common and complex problems through explorations, videos, magazine articles, and open-ended questions.
- Contribute ideas to the classroom.
- Praise themselves as well as others.

The teacher's role in motivation is to . . .

- Set high expectations for students regardless of age, sex, race, or socio-economic status.
- Develop lesson plans that include the learning objective, an interesting opening activity, essential vocabulary, extra help with difficult concepts, a brief summary, and a clearly stated assignment.
- Be enthusiastic during instruction.
- Provide practice time for learning new material or learning to use new equipment.

- Provide a classroom environment conducive to learning and one that encourages students to ask questions, take risks, and learn from their mistakes.

- Provide positive reinforcement for student behavior and/or achievement such as homework passes, incentive points, and improvement points.

- Create interest in subject matter through competitions, projects, field trips, games, guest speakers, and other activities.

- Provide different modes of instruction that emphasize problem solving, applications, and thinking processes. (Using cooperative learning or student pairing, incorporating manipulatives, and integrating computers on a regular basis should increase the effectiveness of instruction.)

- Avoid giving *busy* work during class or homework time.

- Provide frequent feedback.

- Be a coach, a mentor, and a facilitator.

School administrators may increase student motivation through . . .

- Academic pep rallies led by community leaders.

- Recognition and awards programs. (Rewards could include certificates, food, T-shirts, passes to school events, bumper stickers.)

- Discussion of personal and schoolwide assessment results with students.

- Staff development activities.

- Curriculum evaluation and revision.

C. ACTIVITIES: LANGUAGE AND READING COMPREHENSION

LANGUAGE

STANDARD I: **The student will recognize correct grammar and usage.**

OBJECTIVE 1: **Identify correct noun forms (singular and plural).**

ELIGIBLE CONTENT:

- **Regular and irregular forms.**
- **Collective nouns.**
- **Proper nouns.**
- **Compound nouns.**
- **Words with alternate accepted forms.**
  (Note: The plural of *index* could be *indexes* or *indices*.)

AHSGE NUMBER OF QUESTIONS: 5

Prerequisites: Definitions of eligible content

Course of Study References: Grades 10 and 11 Checklists

Rules:

- Regular nouns usually form the plural by adding ***s*** or ***es***.
- Irregular nouns form the plural by a change of the word form.
- Collective nouns represent groups in both singular and plural forms.
- Proper nouns (specific persons, places, things, or ideas) are always capitalized.
- Compound nouns are two or more words joined by hyphens, a space, or simply combined.
  - — Hyphens: mother-in-law
  - — Space: high school
  - — Combination: baseball
- Nouns with alternate forms have more than one spelling.

Lesson/Teaching Strategies

Getting Started: Introduce noun forms to students by presenting examples of each noun form represented in the eligible content. Select noun forms relative to the students' grade level and noun forms that are often misused. Present a mixed list of nouns to students and ask students to group nouns by the appropriate noun form.

Example:

Noun List:

bicycle	herd	man
flock	ice cream	jury
Montgomery	earring	President Washington
cupcake	child	tattoo
woman	Washington	mother-in-law

Regular nouns:	bicycle/bicycles tattoo/tattoos earring/earrings	**Irregular nouns:**	child/children woman/women man/men
Collective nouns:	jury herd flock	**Proper nouns:**	Washington Montgomery President Washington
Compound nouns:	cupcake ice cream mother-in-law	**Words with alternate accepted forms:**	index (indexes or indices)

Activity 1

Procedure: Create similar noun lists and have students write each noun under the appropriate noun form.

Regular nouns	Irregular nouns
Collective nouns	Proper nouns
Compound nouns	Nouns with alternate forms

Activity 2

Materials Needed: Card stock or index cards

Procedure: Make multiple copies of a noun list and tape the list to card stock or index cards. Cut the noun list apart creating strips with a different noun on each strip. Give students a sheet of paper with each noun form listed and ask students to tape nouns from the noun list under the appropriate noun form.

This changes the teaching strategy from an auditory/visual learning activity (Activity 1) to an activity that includes auditory/visual learning **and** tactile/kinesthetic learning.

Example:

Noun List:

bicycle	herd	man
flock	ice cream	jury
Montgomery	earring	President Washington
cupcake	child	tattoo
woman	Washington	mother-in-law

Solutions:

Regular nouns

bicycle/bicycles

or

bicycle | bicycles

Irregular nouns

woman/women

or

woman | women

Collective nouns

flock

Proper nouns

Montgomery

Compound nouns

ice cream

Words with alternate accepted forms

index

indexes **or** indices

Continue placing cards under their appropriate category until all cards have been placed.

Activity 3

Procedure: Have students form the plurals of these nouns and then place the plural nouns in their proper categories, capitalizing where appropriate. Regular Nouns, Irregular Nouns, Collective Nouns, Compound Nouns, Proper Nouns, and Alternate Forms.

1. fish
2. circle
3. jury
4. eggshell
5. sister-in-law
6. radio
7. appendix
8. child
9. church
10. secretary of state
11. team
12. attorney general
13. reindeer
14. ox
15. daisy
16. auxiliary
17. sheep
18. potato
19. curriculum
20. datum

STANDARD I: The student will recognize correct grammar and usage.

OBJECTIVE 2: Identify correct verb forms.

ELIGIBLE CONTENT:
- **Regular and irregular verbs.**
- **Number.**
- **Tense.**

AHSGE NUMBER OF QUESTIONS: 5

Prerequisites: Part of speech – verb
Review of difference in singular and plural verbs
Tense = Time

Course of Study References: Grades 10-12 Checklists

Rules:
- Regular verbs form the past tense by adding ***d*** or ***ed*** to the end of the verb.
- Irregular verbs form the past tense by having the verb itself spelled differently or by remaining unchanged.
- Tense means time. Six common verb tenses are: present, past, future, present perfect, past perfect, and future perfect.
- **Present**: Current action
  Example: He works at the store.
  He goes to school every day.
- **Past**: Action that happened before
  Example: He worked at the store last Christmas.
  He went to school last week.
- **Future**: Action that has not happened yet: use *shall* to indicate must do or *will* to indicate may do
  Example: He will work at the store next week.
  He will go to school next week.
- **Present Perfect**: Action that has been happening and still is happening; use *has* to form these verbs.
  Example: He has worked at the store for two years.
  He has gone to school for many years.
- **Past Perfect**: Action that happened in the past even before something else happened in the past; use *had* to form these verbs.
  Example: He had worked at the store before Christmas.
  He had gone to school by the time I woke up.

- **Future Perfect**: Action that will be complete in the future; use *shall have* or *will* have to form these verbs.

  Example: By January he will have worked at the store for two years.
  He will have gone to school by eight o'clock.

Lesson/Teaching Strategies:

Getting Started: For students to be successful with this objective, they must be able to identify when the correct verb form has been used. One way to build this recognition is for students to understand how to conjugate verbs. This leads to being able to use verbs correctly and to identifying correct usage. Write the following chart on the board or give each student a copy of the chart. Using the verb *do*, fill in the chart with the correct forms.

CONJUGATION OF VERB _____

		PRESENT	PAST	FUTURE	PRESENT PERFECT	PAST PERFECT	FUTURE PERFECT
		Singular	Singular	Singular	Singular	Singular	Singular
First Person	I						
Second Person	you						
Third Person	he, she, it						
		Plural	Plural	Plural	Plural	Plural	Plural
First Person	we						
Second Person	you						
Third Person	they						

Solution:

CONJUGATION OF VERB DO

		PRESENT	PAST	FUTURE	PRESENT PERFECT	PAST PERFECT	FUTURE PERFECT
		Singular	**Singular**	**Singular**	**Singular**	**Singular**	**Singular**
First Person	**I**	do	did	shall (will) do	have done	had done	shall (will) have done
Second Person	**you**	do	did	shall (will) do	have done	had done	shall (will) have done
Third Person	**he, she, it**	does	did	shall (will) do	has done	had done	shall (will) have done
		Plural	**Plural**	**Plural**	**Plural**	**Plural**	**Plural**
First Person	**we**	do	did	shall (will) do	have done	had done	shall (will) have done
Second Person	**you**	do	did	shall (will) do	have done	had done	shall (will) have done
Third Person	**they**	do	did	shall (will) do	have done	had done	shall (will) have done

Activity I

Procedure: Use the following verbs to complete the chart in "Getting Started" on page C-7.

Verbs: be, bring, burst, come, do, drink, drive, eat, fall, give, go, know, lay
lie, raise, ride, ring, rise, run, say, see, set, sing, sit, take, write

Activity 2

Procedure: Have the students review the active voice conjugation of the verb *see*. Use this conjugation to discuss with students all the ways verbs can be used.

Conjugation of the verb *SEE*

Active Voice

INDICATIVE MOOD	**Singular**	**Plural**
Present Tense	1. I see 2. you see 3. he sees	1. we see 2. you see 3. they see
Past Tense	1. I saw 2. you saw 3. he saw	1. we saw 2. you saw 3. they saw
Future Tense	1. I shall (will) see 2. you shall (will) see 3. he shall (will) see	1. we shall (will) see 2. you shall (will) see 3. they shall (will) see
Present Perfect Tense	1. I have seen 2. you have seen 3. he has seen	1. we have seen 2. you have seen 3. they have seen
Past Perfect Tense	1. I had seen 2. you had seen 3. he had seen	1. we had seen 2. you had seen 3. they had seen
Future Perfect Tense	1. I shall (will) have seen 2. you shall (will) have seen 3. he shall (will) have seen	1. we shall (will) have seen 2. you shall (will) have seen 3. they shall (will) have seen

Activity 3

Procedure: Ask students to refer as necessary to the conjugation of the verb *see*, but this time substitute *lie* for *see*, *lay* for *saw*, *lying* for *seeing*, and *lain* for *seen*.

see → lie
saw → lay
seeing → lying
seen → lain

Solution:

Conjugation of the verb *LIE*

Active Voice

INDICATIVE MOOD	**Singular**	**Plural**
Present Tense	1. I lie 2. you lie 3. he lies	1. we lie 2. you lie 3. they lie
Past Tense	1. I lay 2. you lay 3. he lay	1. we lay 2. you lay 3. they lay
Future Tense	1. I shall (will) lie 2. you shall (will) lie 3. he shall (will) lie	1. we shall (will) lie 2. you shall (will) lie 3. they shall (will) lie
Present Perfect Tense	1. I have lain 2. you have lain 3. he has lain	1. we have lain 2. you have lain 3. they have lain
Past Perfect Tense	1. I had lain 2. you had lain 3. he had lain	1. we had lain 2. you had lain 3. they had lain
Future Perfect Tense	1. I shall (will) have lain 2. you shall (will) have lain 3. he shall (will) have lain	1. we shall (will) have lain 2. you shall (will) have lain 3. they shall (will) have lain

Note: A blank chart has been provided on page C-7 for teachers and students. The chart may be copied and given to students to complete conjugations assigned by the teacher.

STANDARD I: The student will recognize correct grammar and usage.

OBJECTIVE 3: Recognize subject-verb agreement.

ELIGIBLE CONTENT:

- **Singular and plural subjects, including compound subjects.**
  (Note: Compound subjects will include those joined by "or," with the second element singular or plural.)
- **Compound in form, singular in meaning.**
- **Plural in form, singular in meaning.**
- **Regular and inverted order.**
- **Collective nouns, when correct verb form depends on rest of sentence.**
- **Sentences with intervening phrases.**
- **Indefinite pronoun as subject.**
- **Correlative conjunctions.**

AHSGE NUMBER OF QUESTIONS: 5

Prerequisites: Students should be able to identify subjects and verbs in sentences.

Course of Study References: Grades 10 and 11 Checklists

Rules:

- A verb must agree with its subject in person and number. In the present tense, add *s* or ***es*** to the base form for the third person singular.
- In verb phrases, the *helping* verbs *be*, *have*, and *do* change form to agree with third person subjects (e.g. is going).
- In sentences with *linking* verbs, the verb agrees with the subject, not the predicate nominative.
- In some sentences, the subject has more than one part. **A compound subject** joined by ***and*** is usually plural. However, some compound subjects have two parts that make up one unit. These take a singular verb (*Macaroni and cheese is delicious.).*
- When compound subjects are joined by *or, nor, either-or*, or *neither-nor* the verb agrees with the closer part.
- When a compound subject is preceded by *many a*, *every*, or *each*, the subject takes a singular verb.
- A collective noun names a group. In a sentence, a collective noun is singular when the statement is about the group as a whole. It is plural when it refers to individual members of a group.

- Some nouns ending in **s**, such as *mumps*, *measles*, and *mathematics*, take singular verbs. Other nouns ending in **s**, such as *scissors*, *pants*, *binoculars*, and *eyeglasses*, take plural verbs. Many nouns that end in **ics** are either singular or plural depending on the context.

- A noun of amount can refer to a single unit, in which case it is singular. It can also refer to several individual units, in which case it is plural.

- In most sentences, the subject comes before the verb. However, some inverted sentences begin with a prepositional phrase followed by the verb and then the subject. The verb in such sentences must always agree with the subject, not with the object of the prepositional phrase. (Example: Through the valleys goes the train.)

- In sentences that begin with *here* or *there*, do not confuse either word with the subject. Look for the subject following the verb.

- Questions are inverted sentences. In such constructions, a helping verb often comes before the subject.

- The verb must agree with the subject of the sentence, not with the object of a preposition. Thus, the subject of a sentence is never contained in a prepositional phrase.

- Certain expressions seem to create a compound subject but do not. *Accompanied by*, *as well as*, *in addition to*, *plus*, and *together with* are expressions that introduce phrases that tell about the subject. However, if the subject is singular, it takes a singular verb.

- Many subjects are indefinite pronouns. A verb must agree with an indefinite pronoun used as a subject.

Lesson/Teaching Strategies:

Getting Started: Write the following sentences on the board.

1. The football team (*get*, *gets*) valuable free gifts at the end of the season.
2. The senior class (*is*, *are*) allowed to exempt the final exam if the overall average is a B.
3. The band (*receives*, *receive*) trophies at the awards presentation.

Ask students if each football player will receive a gift or only the team as a group will receive gifts. If the verb is singular (*gets*), then there are gifts for the team as a whole, not for each member of the team.

Ask students if the entire senior class will not have to take exams, or if this rule only indicates that those with the B averages will be exempt. If the correct verb is *is* (singular verb), then no seniors will take exams.

Ask students if each band member will carry a trophy home, or if the trophies will belong to the group as a whole. *Receives* will be the singular choice and will indicate that the trophies will not go home with each band member.

Explain that the subject-verb agreement makes the difference in meaning in each of the above sentences: and, conversely, the meaning makes the differences in the verb form chosen.

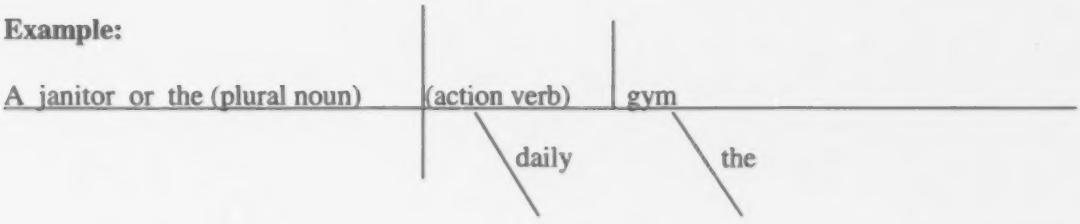
Activity 1

Procedure: Present skeleton diagrams with labels indicating which part(s) of the sentence the student must provide,

or

write the sentences leaving the blanks labeled for the students to fill with correct agreement.

Example:



Solution:

A janitor or the players clean the gym daily.

Activity 2

Materials Needed: Poster board or index cards cut into strips and a full sheet of poster board.

Procedure: Students should list two examples of each of the following on separate paper strips:

singular nouns

plural nouns

singular indefinite pronouns

collective nouns

prepositional phrases

compound subject joined by coordinate conjunctions

compound subjects joined by correlative conjunctions (when one subject is plural and the other is singular)

compound subjects preceded by *many a* and *every*

To continue this activity, each student will need strips of poster board or index cards cut into strips. Students should then write on separate strips: five singular action verbs, five plural action verbs, five singular linking verbs, and five plural linking verbs.

Students can work individually or in groups to create as many combinations of the strips as possible. Add other words as needed to create sentences that make sense. Students should create a sentence that correctly uses each verb combination.

Example:

time	moves	modifiers

Solution:

The strip *time* (a singular noun) may be combined with the action verb *moves* (a singular action verb) to create the sentence *Time moves quickly on a day with an assembly in the morning hours.*

Activity 3

Procedure: Divide the class into groups of three or four students. Each group should write ten sentences that are in inverted sentence order. Five of these sentences should have singular subjects and verbs and five sentences should have plural subjects and verbs. Students should underline subjects once and verbs twice. Groups should exchange sentences. Each new group should evaluate each sentence for correctness and, when necessary, correct the sentences. Then rewrite the sentences in natural sentence order.

Example:

Beneath my plate was a brown-colored placemat. (inverted order)

Solution:

A brown-colored placemat was beneath my plate. (natural order)

STANDARD I: The student will recognize correct grammar and usage.

OBJECTIVE 4: Recognize pronoun-antecedent agreement in number and gender.

ELIGIBLE CONTENT: None Specified

AHSGE NUMBER OF QUESTIONS: 5

Prerequisites: Students should be able to recognize pronouns in sentences.
Students should know the meanings of *antecedent, agreement, number,* and *gender.*

Course of Study References: Grades 10 and 11 Checklists

Rules:

- A pronoun must agree with its antecedent in gender and number. The antecedent of a pronoun may be either masculine or feminine. The traditional solution for agreement in gender is to use the masculine alone (*his*), but a logical solution is to use both genders (*his* or *her*).

- Two or more singular antecedents joined by *or* or *nor* should be referred to by a singular pronoun.

- Two or more antecedents joined by *and* (or *both . . .and)* should be referred to by a plural pronoun.

Lesson/Teaching Strategies:

Getting Started: Introduce the lesson by writing the example sentences on the board with the incorrect pronoun-antecedent agreement. Ask students to copy each sentence on a sheet of paper. Ask each student to read each sentence silently. If the student thinks the sentence is correct as written, write *correct* at the end of the sentence. If the sentence is incorrect as written, write *incorrect* at the end of the sentence. Now ask a student to read the first sentence aloud. After hearing the sentence read, ask students to decide whether they agree with their decision of the sentence being correct or incorrect. They may change their previous decision. Follow this process with sentences 2 and 3. When all students have finalized their decisions, write the solutions on the board.

Examples:

1. Each of the football players must bring their uniforms to the next practice.
2. John and Kathy Lee are celebrating his or her graduations.
3. Neither Betty nor Sue could find their uniforms.

Solutions:

1. Each of the football players must bring *his or her* uniform to the next practice.
2. John and Kathy Lee are celebrating *their* graduations.
3. Neither Betty nor Sue could find *her* uniform.

Discuss each solution with students by pointing out why, when speaking or writing, people often make these mistakes. Help students learn to proof their writing for common errors, recognize the errors, and correct the errors. Emphasize that pronouns and their antecedents must always agree in gender and number.

Activity 1

Procedure: Place a list of sentences with incorrect pronoun-antecedent agreement on an overhead projector. Ask students to make corrections on the overhead and discuss their changes with the class. By designing sentences at various levels of difficulty, teachers enable students to begin with less difficult sentences and move to more difficult sentences as they improve their understanding of this objective. All members of the class can be successful with this activity.

Examples:

1. Everyone must write their own sentences.
2. Neither James nor John had combed their hair.
3. Each of the pupils must present their project.

Solutions:

1. Everyone must write *his or her* own sentences.
2. Neither James nor John had combed *his* hair.
3. Each of the pupils must present *his or her* project.

Activity 2

Materials Needed: Poster board or index cards cut in strips and staples or brads to hold strips together.

Procedure: Divide students into cooperative learning groups to work on pronoun-antecedent agreement. Each group will prepare a leaflet with the rules. Each student in the group will write a sentence for each rule. The group will select the sentence that is the best match for each rule. When the group has made its selection for each rule and sentence, the teacher should verify that the sentences are correct. Each member of the group should copy each rule and its corresponding sentence on a card strip. When students finish, have them stack strips on top of each other to form a *Rule Book for Pronoun-Antecedent Agreement.* Staple or brad strips together to form the book. Students will be able to refer to their books in the future and have a clearer understanding of what is meant by each rule.

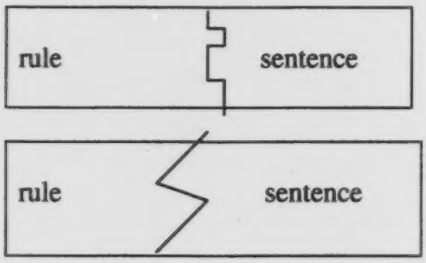
Example:

Rules for Pronoun -Antecedent Agreement	Sentences
A pronoun must agree with its antecedent in gender and number.	*Anthony* (antecedent noun) has lost *his* (pronoun) classroom materials.
Two or more singular antecedents joined by *or* or *nor* should be referred to by a singular pronoun.	

(Continue with rules and sentences.)

This activity can also be placed on the strips and the rule and the sentence cut apart to form puzzle pieces. Students can match sentences to rules or fit puzzle pieces together when they are unsure of the match.

Example:



STANDARD I: **The student will recognize correct grammar and usage.**

OBJECTIVE 5: **Identify incorrect shifts in verb tense.**

ELIGIBLE CONTENT:

- **Verb shifts within sentences.**
- **Verb shifts within paragraphs.**
- **All tenses.**

AHSGE NUMBER OF QUESTIONS: 5

Prerequisites: Part of speech – verb
Review of difference in singular and plural
Tense = Time

Course of Study References: Grades 10 and 11 Checklists

Rules:

- Avoid unnecessary shifts in verb tense from one sentence to another.
- Avoid unnecessary shifts from one verb tense to another within one sentence.

Lesson/Teaching Strategies:

Getting Started: When reading a book or any written text or listening to a conversation, how can one know when things or events happened? (Continue to probe if students are not responding or not following the idea that verb tense suggests time.)

Divide the class into six sections (for the six tenses). Instruct the students to indicate orally or in writing something that occurred in the time their section represents.

Example:

The group representing the verb tense of future perfect could write or say:

> In May I will have been a student at Jacksonville High School for four years. (future perfect)

Activity 1

Procedure: Find a passage within a text or develop a paragraph that contains incorrect shifts in verb tense. Ask students whether the tense shifts are correct or incorrect. If students determine the sentences are incorrect, ask them to make appropriate corrections.

Examples:

1. I arrived at the fair about 5:00 p.m. I rode the roller coaster several times. I will order a pizza. I am meeting my friends at 9:00 p.m.
2. After the party, we eat popcorn.
3. I played the game tomorrow.

Solutions:

Discuss why each correction is necessary. Point out shifts in verb tense and discuss reasons that the shift is incorrect.

1. I arrived at the fair about 5:00 p.m. I rode the roller coaster several times. I ordered a pizza. I met my friends at 9:00 p.m.
2. After the party, we ate popcorn.
3. I played the game yesterday.

Note: Cooperative groups may be used for this activity.

Activity 2

Materials Needed: Paper strips. Verb phrases written on strips. Sentences written incorrectly on paper strips using each verb phrase.

Procedure: Prior to using this activity, the teacher should write verb phrases on paper strips. Three other strips will reveal sentences using the indicated tense. Write one sentence correctly on paper strips using each verb phrase. (Two strips will have the incorrect usage. One strip will have the correct usage.) Students will choose the correct usage and pair it with its verb phrase. Place other strips to the side and continue matching verb phrase strips with the correct usage written as a sentence.

Example: am playing

Yesterday, I am playing with Sam

When Mother had arrived, I am playing with Sam.

I am playing with Sam.

Solution: I am playing with Sam.

Activity 3

Procedure: This activity is a cooperative group-timed activity entitled "Passing Time." The teacher will dictate a verb or verb phrase from a list of ten words depicting time. Students will be in groups of three. After the teacher has said the verb/verb phrase, one member of each group will have a pen and a sheet of paper. When the teacher signals, that student will write a sentence using that verb/verb phrase correctly. When the first student finishes writing his/her sentence, the paper should be passed to another student in the group. Students continue passing the paper and writing as many correct sentences as possible. Each group member will write his/her sentence until an indicated time expires. The teacher will dictate a new verb or verb phrase, and the process should be repeated for this verb or verb phrase. (Repeat as much as time allows.) The group with the highest number of correct sentences will be the class winner.

Example:

Two verb phrases that could be used: will allow have permitted

The teacher may assign a score or participation grade for students according to the number of correct responses.

STANDARD I: The student will recognize correct grammar and usage.

OBJECTIVE 6: Identify correct pronoun case.

ELIGIBLE CONTENT:

- **Nominative, objective, possessive case.**
  (Note: Pronoun case may include reflexive pronouns.)
- **Contractions.**
- **Misspellings such as "*our's*" and "*her's*".**

AHSGE NUMBER OF QUESTIONS: 5

Prerequisites: NA

Course of Study References: Grades 10 and 11 Checklists

Lesson/Teaching Strategies:

Getting Started: The teacher might say to the class, "It takes young children years to learn pronoun forms." A very young child will say, "Me a big boy." As students grow, their speech progresses through various stages until at some point they correctly use grammar in both written and spoken form. They make many errors along the way, and even well-educated professionals frequently make errors in pronoun usage. Using pronouns correctly is not difficult, but one must practice applying the rules in daily life.

Activity 1

Procedure: Before preparing the Pronoun Case Chart (Personal Pronouns) on the chalkboard or overhead, review the grammar terms listed below.

Person	First Person – person speaking
	Second Person – person spoken to
	Third Person – person spoken about
Number	Singular, Plural
Gender	Masculine, Feminine, Neuter (Insist on correct spelling.)
Case	Nominative, Objective, Possessive (Insist on correct spelling.)

Fill in the following chart on the board or on an overhead projector. When discussing each pronoun case, the "Note:" may be used to guide discussions.

NOMINATIVE CASE

PERSON	SINGULAR	PLURAL	NOTE:
First	I	we	Use the development of this chart to reinforce person, number, gender, and case. Explain differentiation made between you (singular) and you (plural: all of you).
Second	you	you	
Third	he, she, it	they	

OBJECTIVE CASE

PERSON	SINGULAR	PLURAL	NOTE:
First	me	us	Use examples from baby talk/teen talk. Tell students they would never say, "Me want a cookie." Therefore, they should never say, "Him and me want to go." It might be helpful to memorize nominative and objective cases rhythmically.
Second	you	you	
Third	him, her, it	them	

POSSESSIVE CASE

PERSON	SINGULAR	PLURAL	NOTE:
First	my, mine	our, ours	As you put up the possessive chart, ask students to fill in the correct words for the chart. Say sentences such as:
Second	your, yours	your, yours	
Third	his her, hers its	their, theirs	This is ____ bicycle. This bicycle is _____. Repeat for each person, singular and plural.

When the possessive chart has been completed, draw a big circle around it. Ask students which pronouns need an apostrophe to show possession. Emphasize that personal pronouns do not need apostrophes to show possession, because the words themselves mean possession. Tell students the only pronouns to which apostrophes are added are the indefinite pronouns. **(Example:** someone's, anybody's)

Note: Make sure students understand that the following contractions are not possessive pronouns.

CONTRACTIONS:			**Examples:**
You're	=	You are	You're (You are) going to town.
It's	=	It is	It's (It is) raining.
They're	=	They are	They're (They are) at work.

POSSESSIVE PRONOUNS:	**Examples:**
Your	Your car is red.
Its	The dog is wagging its tail.
Their	Their shoes are dirty.

Activity 2

Procedure: Give students a copy of the example sentences. Instruct them to correct all errors. After students have edited the sentences, discuss the range of pronoun errors. Use the overhead projector to show students what changes need to be made in each sentence. (Students could supply the corrections for the teacher.) Read the original sentences aloud "acting" the part of the designated speaker. Students who see and hear the teacher's performance should pay close attention to the sentences, especially if each sentence is isolated on the overhead. The teacher should also read aloud the corrected sentences in a normal voice so students can train themselves to "hear" standard language. Remind students that reflexive and intensive pronouns, such as myself, yourself, himself, should never be used without an antecedent.

Examples:

1. That's me bicycle, isn't it daddy?
2. Us went to the playground.
3. Me and John are going to the concert.
4. Her and I have broken up.
5. Them are worn out.
6. Are you and him going to play basketball?
7. Me and Phil's have already seen that movie.
8. Him and her should have known better.
9. Please send the application to John or I.
10. Please see John or myself if you wish to accompany us on the cruise.
11. The boss invited Helen and I to visit he and his wife.
12. I told my therapist that it was too late for their to be a reconciliation between Ralph and I.

Solutions:

1. That's my bicycle, isn't it, Daddy?
2. We went to the playground.
3. John and I are going to the concert.
4. She and I have broken up.
5. Those are worn out.
6. Are you and he going to play basketball?
7. Phil and I have already seen that movie.
8. He and she should have known better.
9. Please send the application to John or me.
10. Please see John or me if you wish to accompany us on the cruise.
11. The boss invited Helen and me to visit him and his wife.
12. I told my therapist that it was too late for there to be a reconciliation between Ralph and me.

Ask students to contribute similar sentences they hear in conversations or see in written text. Talk about errors that are common to the students' geographical area and errors that are common to other areas of the state or country. Discuss ways that the errors should be corrected and try to associate the use of correct pronoun case with situations the students will remember.

STANDARD I: **The student will recognize correct grammar and usage.**

OBJECTIVE 7: **Identify effective use of voice.**

ELIGIBLE CONTENT:
- **Active voice.**
- **Passive voice.**
  (Note: Active verbs preferred over passive.)

AHSGE NUMBER OF QUESTIONS: 5

Prerequisites: Recognition of subjects
Recognition of verbs
Recognition of direct objects

Course of Study References: Grades 10 and 11 Checklists

Rules:
- It is preferable to use the active voice in writing because it adds force to expression.

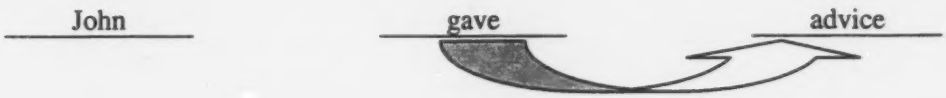
Example:

Active — The teacher told us what to do.
Passive — We were told by the teacher what to do.

Lesson/Teaching Strategies:

Getting Started: Active voice refers to verbs whose subjects perform the action.
Passive voice refers to verbs whose subjects receive the action.

Ask students to draw three blanks in a row. In the first blank write *John*; in the second, *gave*; in the third, *advice*. Answer these questions: Who gave the advice? (John) What did John give? (advice)



If the action swings back to the left, the verb is usually passive. If the action moves to the right, the verb is usually active.

Gave is active because the action goes away from *John* toward *advice* on the right.

John gave what? John gave advice.

Activity 1

Procedure: Rewrite the following sentences changing the passive verbs to active verbs.

Examples:

1. The school play was reviewed favorably by the newspaper.
2. The twins were given a choice by their parents
3. The babies were fed by volunteer workers.
4. I was told to be on time by my employer.
5. The eclipse of the moon was seen by the campers.
6. Calvin was instructed by his teacher to do his work.
7. Human comfort has been improved by technology.
8. I am reminded by your words of what my mother said.
9. News stories are being reported daily by newscasters.
10. My friend was informed of her election by the sponsor.

Solutions:

1. The newspaper favorably reviewed the school play.
2. The parents gave the twins a choice.
3. Volunteer workers fed the babies.
4. My employer told me to be on time.
5. The campers saw the eclipse of the moon.
6. The teacher instructed Calvin to do his work.
7. Technology has improved human comfort.
8. Your words reminded me of what my mother said.
9. Newscasters daily report news stories.
10. The sponsor informed my friend of her election.

Use the solutions for each example to emphasize how precise active verbs communicate both the spoken and written word. Through classroom discussion, students should develop an understanding of active and passive voice. When writing, students should proof-read their papers, reorganize when a sentence is written in the passive voice, and be able to rewrite the sentence using the active voice to communicate their thoughts more clearly.

STANDARD I: **The student will recognize correct grammar and usage.**

OBJECTIVE 8: **Determine correct placement of modifiers.**

ELIGIBLE CONTENT:

- **Dangling participles.**
- **Misplaced participles.**

(Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs (adjectival and adverbial phrases and clauses); or verbals.)

AHSGE NUMBER OF QUESTIONS: 5

Prerequisites: NA

Course of Study References: Grades 10 and 11 Checklists

Rules:

- A modifying phrase or clause should be placed as near as possible to the words it modifies.

- Modifying phrases or clauses must clearly and sensibly modify a word in the sentence. When there is no word that the phrase or clause can sensibly modify, the modifier is said to dangle.

Getting Started: Write three sentences on the board before the class begins. Instruct students to indicate the problem(s) in the sentences.

Examples:

1. Dressed in polka dots, the cow chased the little girl.
2. Driving through the fence, the concrete pillar was struck by a car.
3. Looking in the mirror, the dress was torn.

Solutions:

1. The cow chased the little girl dressed in polka dots.
2. Driving through the fence, the man struck the concrete pillar with his car.
3. Looking in the mirror, Cynthia saw that her dress was torn.

*Review participles (endings, usage as an adjective). Lesson can be expanded if all verbals have been taught.

Activity 1

Procedure: Supply participles and participial phrases. Ask students to help create a list of participial phrases. Write phrases on the board or use an overhead projector to display the list of phrases.

Examples:

1. climbing the tree
2. amazed by the applause
3. drinking a soda

Ask students to create sentences using the phrases. If a student creates a sentence with a misplaced modifier, write it as the student dictates. See if students recognize that the sentence should be written differently. If so, ask for the correction. If students do not recognize the error, draw attention to the sentence until someone suggests that it should be corrected and suggests a correction.

Possible Solutions:

1. The monkey climbing the tree ate the banana quickly.
2. Amazed by the applause, the teacher accepted the award.
3. The boy drinking a soda slipped on a piece of plaster.

Activity 2

Procedure: Use selections from newspapers, literature books, or other sources to identify correct use of participial phrases as modifiers. Write the sentences that use participial phrases as modifiers. Underline the participial phrase and have students write the word or words it modifies.

Examples:

1. Grinning from ear to ear, the winner of the new car accepted the keys.
2. The hot-air balloon, having been aided by good weather, landed safely at its destination.

Solutions:

1. The winner
2. The hot-air balloon

Activity 3

Procedure: Create sentences with dangling and misplaced participles. Write sentences where they can be viewed by all students. Read a sentence and ask whether the sentence is conveying the writer's intent. How should it be changed? Write corrected sentences where all students can see the corrections and understand the difference between the first sentence and the corrected sentence. This helps students reorganize when modifiers are not placed correctly.

Example:

Fascinated by the show, the cotton candy fell from the little girl's hands.

Solution:

Fascinated by the show, the little girl dropped the cotton candy from her hands.

Supply sentences with dangling modifiers and instruct students to ask questions to identify errors. The students should not correct the sentences but use inquiry learning to determine answers.

STANDARD I: **The student will recognize correct grammar and usage.**

OBJECTIVE 9: **Identify correct usage of commonly confused words.**

ELIGIBLE CONTENT:

- **Words that sound alike but have different meanings.**
- **Words that are frequently confused although not pronounced alike.**
- **Words that are commonly misused.**

AHSGE NUMBER OF QUESTIONS: 5

Prerequisites: None Required

Course of Study References: Grades 6-12 Checklists

Rules: None required.

Lesson/Teaching Strategies: Mnemonic Clues

Getting Started: Write the following sample sentence on the board and ask students to indicate words that may not be correctly used.

Sample Sentence: Their are many members of the city counsel who wish to influence the decisions made by principles in our school system.

their	➡	there	principles	➡	principals
counsel	➡	council			

Discuss responses. Begin lesson on commonly confused words. When possible give clues (non-textbook) that will help students remember correct usage.

Sample Clue: The pal in the word principal can be a reminder for the correct spelling for the head of a school. The principal should be a pal to students.

Activity 1

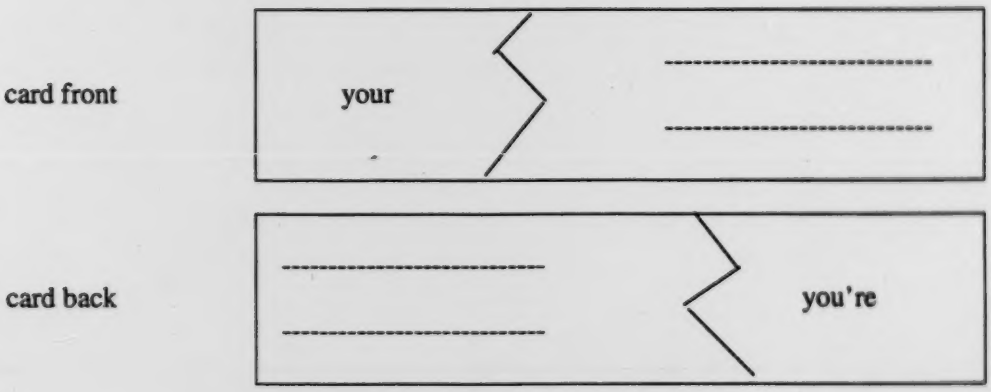
Procedure: Have students write the given word on one side of an index card and the definition on the other.

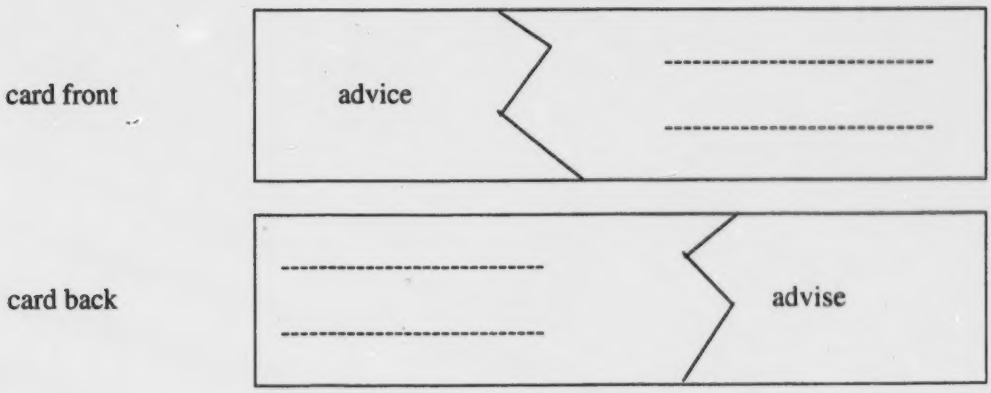
advice/advise	stationery/stationary
their/there/they're	principle/principal
formerly/formally	council/counsel
farther/further	counselor/councilor
your/you're	all ready/already
effect/affect	all together/altogether
sense/since/cents	

Students may review the words using the cards. They can study in pairs with one student giving the word or definition and the other student supplying the answer.

Activity 2

Procedure: Using card stock or index cards cut into strips, write the word from the list in Activity 1 and its definition on one side of the card. Write the commonly confused word and its definition on the other side of the card. Cut the word piece so that it "fits" with the definition piece as in a jigsaw puzzle. Mix the puzzle pieces and have students match words with their definitions. Add words that students commonly misuse to the word list.





Additional Activities:

- Memory game: Use index cards or post-its. On one card, write a commonly confused word. On another card, write its definition. Use at least 20 words. Scramble the cards and place them face down where neither the definition nor the word is revealed. Turning cards over in pairs, match the word to its definition based on remembering where the matching cards are located. All cards should have a match at the end of the game.

- Develop a sentence activity: Write sentences that effectively use a commonly confused or misused word. Leave a blank so that the word can be written to complete the sentence.

- Have students write questions stating what they still do not understand about commonly confused words.

Example: When is *rise* used instead of *raise*?

Solution: You can raise something. Something rises without force of physical help.

STANDARD II: **The student will demonstrate appropriate word choice.**

OBJECTIVE 1: **Use words that create clarity, precision, and vivid description.**

ELIGIBLE CONTENT:

- **Action verbs, not linking verbs.**
- **Specific terms, not general or vague.**
- **Clear, precise, vivid language.**
  (Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.)

ASHGE NUMBER OF QUESTIONS: 5

Course of Study References: Grades 10-12 Checklists

Lesson/Teaching Strategies:

Getting Started: On the overhead projector, display the first paragraph of the *Declaration of Independence* or give the students a copy of a passage from Russell Baker's *Little Red Riding Hood Revisited.* Instruct the students to write the passage in their own words. Share responses. Discuss examples of wordiness, repetition, and redundancy in the passages.

Design sentences that deliberately overstate the idea. Use a video of a legislative session or speech and have students indicate thoughts that could have been stated more effectively.

Create short passages that overuse conjunctions. Have students revise the sentences.

Example:

> Ms. Chatman loves cooking, so she volunteers at the soup kitchen every Saturday in order to help feed the homeless for she desires to be a servant to others because she believes in the idea of being her brother's keeper.

Solution:

> Ms. Chatman loves cooking. She volunteers at the soup kitchen every Saturday and helps feed the homeless because she believes in the idea of being her brother's keeper.

Activity 1

Procedure: Use these examples or others to develop sentences. Instruct students to identify the redundant words and to rewrite the sentences omitting the redundant words.

Examples:

3 a.m. (in the morning)	(close) proximity
at (12) noon	bouquet (of flowers)
	(completely) destroyed
follow (after)	enter (in)
(general) public	(free) gift
merged (together)	mix (together)
(past) history	over (with)

Note: Words in parentheses should be deleted for effective use.

Ask students to search for examples of redundant usage on packages or in recipes. Have students brainstorm and list other redundant uses in daily conversation.

Activity 2

Procedure: Divide the class into pairs. Give each pair a card with an action verb that is considered general or vague. Ask students to create sentences using another action verb that is more clear and concise. Have student share responses.

Example:

Held	Call
The nurses cradled the infant.	Bob, can you hail a taxi?

Activity 3

Procedure: Bring several magazine illustrations to class. Instruct students to describe the picture without using words such as *is*, *looks*. When necessary, have students rewrite the passage until it is clear, concise, and vivid as possible.

STANDARD II: **The student will demonstrate appropriate word choice.**

OBJECTIVE 2: **Use formal and informal language appropriately.**

ELIGIBLE CONTENT:

- **Informal language.**
- **Formal language.**
  (Note: Formal language should avoid slang, contractions, second person, and jargon.)

AHSGE NUMBER OF QUESTIONS: 5

Prerequisites: Teachers should explain the difference between formal and informal language.

Course of Study References: Grades 10 and 11 Checklists

Lesson/Teaching Strategies:

Getting Started: As students talk with each other, they frequently use terms familiar to their age group and often to the community in which they live. This language is sometimes different from the language students hear from others and from the written language they see.

The language students use in their daily lives that has meaning to their group is called informal language. The language students see in school textbooks and hear in class is called formal language. Students must learn the difference between formal and informal language and know when to use each appropriately.

Activity 1

Materials Needed: Contemporary song, radio, overhead projector, transparency with the song's lyrics, classroom set of the song. (Note: Tape the radio version of the song.)

Procedure:

1. Play the contemporary song for the students.
2. Display the words of the song on the overhead and play the song again.
3. As a class, translate the first two lines of the song into formal language.
4. Divide the class into groups of two students and have each group translate the remaining lyrics into sentences using formal language.
5. Encourage groups to discuss their translations and emphasize the differences between versions.

Activity 2

Procedure: Have students create a slang dictionary. Ask students to write at least 30 words that are considered slang. To develop a "Teen's Language Dictionary," have students translate their 30 words into words representing formal language.

Examples:

C	H
chill–to relax	honey–a girlfriend
crib–home	

Activity 3

Procedure: Have each student create a poem or prose using slang. Have each student translate his or her poem or prose into formal language.

Note: The eligible content for this standard warns against the use of slang and contractions in formal language. Students may benefit from writing poems or prose in informal language and then changing that to standard expression.

Examples:

Informal	Formal
I was sittin' at the crib	I was sitting at home
watching the tube	watching T.V.
when my boys came over	when my friends came over
to chill.	to visit and to relax.

Activity 4

Procedure: Listen and record sentences of students as they talk. Write several formal sentences and alternate between formal and informal sentences. Ask students to distinguish between formal and informal language by writing the appropriate descriptor (formal or informal) after each sentence. For each informal sentence, have students translate it into formal language. Extend the lesson by creating more sentences.

Example:

A person should always try to do their best because you never know who is watching. (informal)

A person should always try to do his or her best because one never knows who is watching. (formal)

STANDARD III: **The student will recognize correct sentence structure.**

OBJECTIVE 1: **Correct run-on sentences, sentence fragments, and comma splices.**

ELIGIBLE CONTENT: None Specified

AHSGE NUMBER OF QUESTIONS: 5

Prerequisites: N/A

Course of Study References: Grades 9-11 Checklists

Lesson/Teaching Strategies

Getting Started:

Ask students these questions:	If your cassette tape breaks, how can it be repaired? If your garden hose cracks, how can it be repaired?
Provide students with answers:	by "splicing."
Explain further to students:	"Splicing" sentences together is a BAD idea. Weak writers use commas to "splice" sentences together.

Example:

Ralph works at the diner, he is a short order cook.

Solution:

Ralph works at the diner; he is a short order cook.

Explain that a run-on sentence can be the following:

1. Two short sentences with no punctuation separating them.

   I wanted to go to the banquet Jane wanted to go to the concert.

2. Two sentences "spliced" together with a comma. (The most common type of run-on).

   I wanted to go to the banquet, Jane wanted to go to the concert.

3. A sentence that goes on and on and on, punctuated correctly or not (called *on-and-on* in Stanford material).

   I wanted to go to the banquet but Jane wanted to go to the concert so we decided that we would go separately but then we really wanted to be together because it was our anniversary so we ended up flipping a coin and, of course, she won, so we went to the concert and had a great time.

Show students how to correct run-ons with conjunctions, periods, or semi-colons. Put the following sentence on the board and then make each type of correction.

Example:

The committee attempted to establish personnel policies for the company, however, they were unable to reach a consensus.

Solution:

The committee attempted to establish personnel policies for the company; however, they were unable to reach a consensus.

Explain that there are times when *however* will have a comma before and after it. Then show a sample sentence with *however* used as an interrupter rather than as a conjunctive adverb.

I can't work for you today. I will, however, be able to help you on Monday.

She knew that she should exercise; she couldn't, however, find the time to do it.

Activity 1

Procedure: Create short paragraphs using run-on sentences and write the paragraphs on index cards. Divide the class into small groups. Give each group an index card and ask the students to reach a consensus as to how the paragraph should be corrected. The corrected paragraph should be written on another index card. Both cards can then be given to a different group. This group should read the paragraph with the run-on sentences and then read the first group's corrected paragraph. If the second group agrees with the first group's corrections, they should read the original paragraph and the corrected paragraph to the class. If the second group doesn't agree with the first group, they can challenge the corrections and offer their solution. The teacher or a third group should determine whether the first or second group has the best paragraph.

STANDARD III: **The student will recognize correct sentence structure.**

OBJECTIVE 2: **Correct sentences that lack internal parallelism.**

ELIGIBLE CONTENT:

- **Correlative conjunctions immediately before the parallel terms.**
- **Parallel grammatical forms of words, phrases, and clauses in series.**

AHSGE NUMBER OF QUESTIONS: 5

Prerequisites: N/A

Course of Study References: Grades 10 and 11 Checklists

Rule: Definition of parallel structure: a series of words, phrases, or clauses in a sentence that are written in the same form.

Lesson/Teaching Strategies:

Getting Started: The teacher will draw parallel lines showing students that the lines are constantly the same distance apart. This example should illustrate to the students the concept of parallelism. The teacher should define the terms *phrases* and *clauses*.

Activity 1

Procedure: Ask students to choose the best answer for each item.

Examples:

1. Before you chase, swat, or have hit your little brother, remember that he is your brother.

   A. change you to we
   B. change swat to swats
   C. change chase to chased
   D. remove have

2. If a student is confident, serious, and pleasantly, he has a very good chance of being successful.

   A. change confident to confidently
   B. change serious to seriously
   C. change pleasantly to pleasant
   D. change being to be

3. If you apply for a job wearing cut-off jeans, a T-shirt, *and with sandals on*, you probably won't be hired for the job.

   A. with sandals
   B. and wearing sandals
   C. and sandals
   D. and sandals on

Solutions:

1. D
2. C
3. C

STANDARD IV: **The student will use correct capitalization and punctuation.**

OBJECTIVE 1: **Demonstrate correct use of capitalization.**

ELIGIBLE CONTENT:

- **Direct quotations, including complete sentences and broken quotations.**
- **Proper nouns and proper adjectives.**
- **Titles.**

AHSGE NUMBER OF QUESTIONS: 5

Prerequisites: N/A

Course of Study References: Grades 6-8 Checklists

Rules:

- Capitalize proper nouns.
- Capitalize words that show rank, office, or profession when they are used with a person's name.
- Use quotation marks to enclose a speaker's exact words.
- Do not use quotation marks with indirect quotations.
- Capitalize titles of books, newspapers, magazines, other literary works, works of art, and musical compositions.

(In titles do not capitalize the articles *a*, *an*, and *the* unless they are the first words in the title.)

Lesson/Teaching Strategies

Getting Started: Write a list of proper nouns on the board/overhead transparency that should be capitalized but are not. Examples can range from places to popular musicians.

foley, alabama	smithsonian museum	jodeci
eiffel tower	whitney houston	garth brooks
ambassador mitifu	take 6	michael bolton

Have students correct the mechanical errors of capitalization in each example given.

Place a notecard on each student's desk as he/she enters the room. The notecard should have several words and sentences with errors in capitalization on them. Each student is to work immediately on counting the errors on the assigned card. Errors may be proper nouns of people, places, and/or things written in lower case. Discuss the errors.

Place a sentence on the board/overhead transparency that contains direct quotations including some broken quotations. Some sentences should be punctuated correctly and some sentences should contain errors. Ask students to determine which sentences are correct and which sentences contain errors. Students should add correct punctuation for sentences containing errors. Discuss the errors and the corrections.

Example:

ms. Brown responded, "a noun is a part of speech."

Solution:

Ms. Brown responded, "A noun is a part of speech."

Activity 1

Procedure: Give students paragraphs to read that contain numerous capitalization errors. Students should correct the errors.

Let students read different scenes from plays such as *A Raisin in the Sun* or *Julius Caesar*. The scenes should deliberately have capitalization errors in them. Ask students to correct the errors as they read the play.

Activity 2

Procedure: Ask students to read the following list of titles.

Where the red fern grows
"my antonia"
Their eyes were watching god
I Know Why The Caged Bird Sings

Ask students to punctuate and capitalize correctly any title written incorrectly.

STANDARD IV: **The student will use correct capitalization and punctuation.**

OBJECTIVE 2: **Demonstrate correct use of commas.**

ELIGIBLE CONTENT:

- **Items in a series.**
- **Direct address, appositives, and parenthetical expressions.**
- **Conventional uses.**
- **After introductory adverbial clauses.**
- **With quotation marks.**
- **Before coordinating conjunction in compound sentences consisting of two long independent clauses.**

AHSGE NUMBER OF QUESTIONS: 5

Prerequisites: Definitions of the following: series, direct address, appositives, parenthetical expressions, adverbial clauses, quotations, coordinating conjunctions, and independent clauses

Course of Study References: Grades 10 and 11 Checklists

Rules:

- Separate items in a series by using commas after every item except the last one. These items include the following: nouns, verbs, modifiers, phrases, and other parts of a sentence.
- Use commas to separate nouns of direct address, appositives, and parenthetical expressions from the other parts of the sentence.
- Use a comma in some conventional situations such as dates, addresses, greetings/salutations.
- Use a comma after introductory adverbial clauses.
- Set off a direct quotation from the rest of the sentence by using commas.
- Use a comma before coordinating conjunctions in a compound sentence that has two long independent clauses.

Lesson/Teaching Strategies

Getting Started: Tell the students that commas show the reader which words belong together or where to pause when reading a sentence. Pretend that a comma is a knife. Like a knife, the comma can "cut" words. Here is a list of words: run jump swim. "Cut" between them by using commas: run, jump, swim. Also tell students that commas and other punctuation marks are signals of meaning to the reader that help readers gain the intended message.

Activity 1

Procedure: Demonstrate the necessity of using commas to separate items in a series. Write sentences omitting commas. Discuss the problems the reader has. Have students supply the necessary commas.

Examples:

1. Sally and Joe sent out the invitations planned the menu decorated the cake and waited for their friends to arrive.
2. Doctors must do their work carefully orderly and accurately.
3. Please send out the instructions to Nancy Mrs. Jones Paul and Mrs. Smith.
4. Joe ran across the street down the hill and into his house.

Solutions:

1. Sally and Joe sent out the invitations, planned the menu, decorated the cake, and waited for their friends. (verbs in a series)
2. Doctors must do their work carefully, orderly, and accurately. (modifiers in a series)
3. Please send out the instructions to Nancy, Mrs. Jones, Paul, and Mrs. Smith. (nouns in a series)
4. Joe ran across the street, down the hill, and into his house. (phrases in a series)

Activity 2

Procedure: Demonstrate the necessity for using commas to separate nouns of direct address, appositives, and parenthetical expressions from the rest of the sentence. Write sentences omitting commas. Have students supply the necessary commas.

Examples:

1. Mr. Williams come in and read the program to our class.
2. Edgar Allan Poe a well-known poet and short story writer wrote the poem "The Raven."
3. This sentence I hope will help you with the definition of parenthetical expressions.

Solutions:

1. Mr. Williams, come in and read the program to our class. (noun of direct address)
2. Edgar Allan Poe, a well-known poet and short story writer, wrote the poem "The Raven." (appositive)
3. This sentence, I hope, will help you with the definition of parenthetical expressions. (parenthetical expression)

Activity 3

Procedure: Demonstrate the necessity of using commas in conversational situations. Write sentences omitting commas. Have students supply the necessary commas.

Examples:

1. The twins were born on Monday July 15 1982 in Tuscaloosa Alabama at Druid City Hospital.

2. His name is Jim Wright Jr.

3. No I will not go to the movie with you.

Solutions:

1. The twins were born on Monday, July 15, 1982, in Tuscaloosa, Alabama. at Druid City Hospital. (dates and addresses)

2. His name is Jim Wright, Jr. (name followed by an abbreviation)

   If these abbreviations are used within a sentence, they are also followed by a comma unless the abbreviation is at the end of the sentence. (Jim Wright, Jr., will be here soon.)

3. No, I will not go to the movie with you. (introductory word)

Activity 4

Procedure: Demonstrate the necessity of placing a comma after an introductory adverbial clause. Write sentences omitting commas. Have students supply the necessary commas.

Example:

When I get to town I will finish my shopping.

Solution:

When I get to town, I will finish my shopping. (introductory adverbial clause)

Activity 5

Procedure: Demonstrate the necessity of using commas to "set off" direct quotations from the rest of the sentence. Write sentences omitting commas. Have students supply the necessary commas.

Examples:

1. Johnny asked "May we go to the movies?"
2. "I am going to the movies" Johnny stated.
3. "I am" said Johnny "going to the movies."

Solutions:

1. Johnny asked, "May we go to the movies?"
2. "I am going to the movies," Johnny stated.
3. "I am," said Johnny, "going to the movies."

Activity 6

Procedure: Demonstrate the necessity of using a comma before a coordinating conjunction in compound sentences. Write sentences omitting commas. Have students supply the necessary commas.

Example:

I want a new dress for the prom but my mother does not want me to have one.

Solution:

I want a new dress for the prom, but my mother does not want me to have one.

Activity 7

Procedure: Find magazine articles containing commas. Have the students list sentences containing commas. Then identify the appropriate comma usage rule.

STANDARD IV: **The student will use correct capitalization and punctuation.**

OBJECTIVE 3: **Demonstrate correct use of a semicolon and a colon.**

ELIGIBLE CONTENT:

- **Semicolon to separate elements in a series in which one element in the series is already separated by commas.**
- **Semicolon in a compound sentence with no conjunction.**
- **Semicolon before a conjunctive adverb.**
- **Colon to introduce a list within a sentence.**

AHSGE NUMBER OF QUESTIONS: 5

Prerequisites: Students should be familiar with the Internet if Activity 2 is used.
Students should recognize compound sentences, items in a series, conjunctive adverbs, and conjunctions.

Course of Study References: Grades 10 and 11 Checklists

Rules:

- Use a semicolon to separate two independent clauses in a sentence if they are not joined by a conjunction.

- Use a semicolon between independent clauses joined by conjunctive adverbs or transitional expressions.

- Use a semicolon between items in a series if one of more of the items contains commas.

- Use a colon before a list of items, especially after expressions such as *the following* and *as follows.* (Many manuals suggest using a colon before a list without these expressions if the list is formatted down the page.)

  Example: Students will bring:

  toothbrushes
  sleeping bags
  flashlights
  sack lunches

Lesson/Teaching Strategies:

Getting Started: Explain the rules for using colons and semicolons. Demonstrate examples of each rule so students can understand what is meant by *independent clauses not joined by a conjunction* and by *between independent clauses joined by conjunctive adverbs or transitional expressions.* When students are successful in recognizing the clauses mentioned above, they can recognize the need for a semicolon for correct punctuation.

Activity 1

Procedure: Correct these sentences or expressions by using a colon or semicolon.

Examples:

1. He is taking the following courses, math, science, English, and history.
2. The shower became a downpour the baseball game was postponed.
3. I don't enjoy reading mystery novels however I do like science fiction.
4. The president has made speeches in Tampa, Florida, Buffalo, New York, Birmingham, Alabama and Atlanta, Georgia.

Solutions:

1. He is taking the following courses: math, science, English, and history.
2. The shower became a downpour; the baseball game was postponed.
3. I don't enjoy reading mystery novels; however, I do like science fiction.
4. The President made speeches in Tampa, Florida; Buffalo, New York; Birmingham, Alabama; and Atlanta, Georgia.

Activity 2

Procedure: If a computer lab is available, take the class to the lab and have students refer to the following website:

http://owl.english.purdue.edu/writers/by-topic-alternate.html

If a computer lab is not available, use sentences that demonstrate the application of the rules stated earlier in this lesson. Ensure that students understand the rules by having them identify which rule applies to each sentence. If a computer with Internet access is available somewhere other than a lab, the website above has sentences that can be downloaded, printed, and then used in class.

STANDARD IV: **The student will use correct capitalization and punctuation.**

OBJECTIVE 4: **Demonstrate the correct use of quotation marks and underlining.**

ELIGIBLE CONTENT:

- **Quotation marks in direct quotations, including broken quotations.**
- **Quotation marks to indicate titles.**
- **Underlining to indicate titles.**

AHSGE NUMBER OF QUESTIONS: 5

Prerequisites: Students should be able to distinguish between direct and indirect quotations.

Course of Study References: Grades 10 and 11 Checklists

Rules:

- Use quotation marks to enclose direct quotations.
- Do not use quotation marks unless someone's exact words are given. An indirect quotation is not set off by quotation marks.
- Use quotation marks with titles of short stories, poems, songs, articles, titles of chapters, and other parts of books. (Titles set off by quotation marks are titles that are subparts of a larger work.)
- Underline titles of books; plays; newspapers; magazines; works of art; names of planes, trains, and ships. (Titles that are underlined are titles of the entire work.)

Lesson/Teaching Strategies:

Getting Started: Collect a wide variety of comic strips. Select one comic strip to use on a transparency and have students transform the strip into sentences containing direct quotations, indirect quotations, and broken quotations. Have students choose one or more additional strips for this activity. Ask students to convert sentences in their strips to sentences using direct quotations and indirect quotations. When possible, include a sentence using a broken quotation.

Activity 1

Procedure: Give students several sentences representing the rules for using quotation marks. Ask students to add quotation marks where necessary to punctuate correctly each sentence.

Examples:

1. The most exciting short story on the reading list is The Devil and Tom Walker.
2. The junior class will see Romeo and Juliet at the Alabama Shakespeare Festival.

Solutions:

1. The most exciting short story on the reading list is "The Devil and Tom Walker."
2. The junior class will see <u>Romeo and Juliet</u> at the Alabama Shakespeare Festival.

STANDARD IV: **The student will use correct capitalization and punctuation.**

OBJECTIVE 5: **Demonstrate correct use of the apostrophe.**

ELIGIBLE CONTENT:

- **Possessive of singular nouns.**
- **Possessive of plural nouns.**
- **Possessive of compound nouns.**
- **Contractions.**

AHSGE NUMBER OF QUESTIONS: 5

Prerequisites: A knowledge of how to form singular and plural nouns
Recognition of an apostrophe
Recognition of compound nouns
Definition of contractions

Course of Study References: Grades 10 and 11 Checklists

Rules:

- A contraction is a combination of two words, one of which is usually a verb. The apostrophe shows that one or more letters have been left out.

  Example: isn't = is not can't = cannot

- For compound nouns, make the last word in the group possessive by adding an apostrophe and an *s*.

  Example: son-in-law's birthday

- The apostrophe also helps form possessive nouns and plurals of symbols used as nouns.

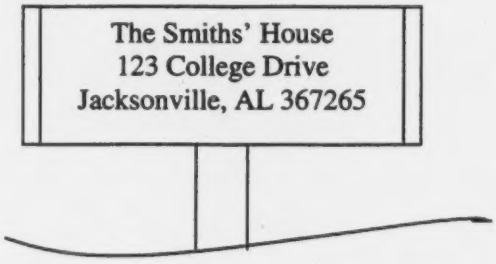
  Example: boy's visit/boys' visit, man's struggle/men's struggle
  John's and Jane's jackets (jackets owned separately).
  John and Jane's cars (cars owned together).
  all A's.

Note: The apostrophe does <u>not</u> belong in the possessive pronouns: its, theirs, hers, whose. Possessive pronouns show or imply possession without the apostrophe.

Lesson/Teaching Strategies

Getting Started: Say: You are to create a sign for your front yard to let everyone know that your family owns the property. Think about your name as a singular noun. Next, make your last name plural. Finally, add an apostrophe to make your name plural possessive.

Smith
Smiths
Smiths'



Activity 1

Procedure: Introduce correct use of the apostrophe by presenting examples of singular and plural nouns and possessive forms of singular, plural, and compound nouns. Use nouns that are often misused. Have students fill in the chart below.

Example:

Singular	**Singular Possessive**	**Plural**	**Plural Possessive**
child			
Ross			
rose			
Mr. Jones			

Solution:

Singular	**Singular Possessive**	**Plural**	**Plural Possessive**
child	child's	children	children's
Ross	Ross's	Rosses	Rosses'
rose	rose's	roses	roses'
(Mr.) Jones	(Mr.) Jones's	(The) Joneses	(The) Joneses'

Activity 2

Procedure: Ask the students to contract the words in the chart that follows. The first set of words in the chart provides an example for students to follow.

	Contraction	**Letter(s) Omitted**
is not	isn't	o
did not		
cannot		
do not		
should not		
could have		
it is		
will not		
has not		
should have		
I will		

STANDARD V: **The student will use appropriate organizational skills for writing/revising.**

OBJECTIVE 1: **Determine logical progression and completeness of paragraphs.**

ELIGIBLE CONTENT:

- **Introductory sentences.**
- **Concluding sentences.**
- **Sequence of events or details.**
- **Transitional words.**
- **Irrelevant and/or redundant sentences.**

AHSGE NUMBER OF QUESTIONS: 10

Prerequisites: Writing complete sentences with a variety of sentence patterns

Course of Study References: Grades 10 and 11 Checklists

Lesson/Teaching Strategies

Getting Started: The purpose of this lesson is to assist students in recognizing a well-written paragraph. The definitions of an introductory sentence and a concluding sentence should be stressed to help students write in paragraph form. The importance of sequence of events and details should be presented as a logical means to communicate, and these details can appear in logical order easily if the student is encouraged to use transitional words and expressions. The distraction of irrelevant or redundant sentences should be modeled so that the student can recognize that they are not appropriate.

Activity 1

Procedure: To encourage students to create a well-written paragraph, the teacher may choose one of many "fairy tales" with which the students would be familiar. "Goldilocks and the Three Bears" works well because of the story's pattern of events. Students should be encouraged to take notes as the teacher reads the story from an elementary-level picture book. Students should then brainstorm or cluster the facts about Goldilocks' character and temperament based on her actions during the story's plot. A picture book allows the students to form statements about Goldilocks from the pictures as well as the story itself. After these ideas about Goldilocks have been listed on the board, students form a basic idea about Goldilocks' behavior based on the events of the story. This idea should result in an introductory sentence for a paragraph about Goldilocks. Her behaviors should form details for the body of the paragraph. To end the paragraph, students can be guided to reach a conclusion based on the fact that Goldilocks ran home without apologizing.

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Sample Student Paragraph: Ask students to number the sentences of their paragraph. This makes it possible for other students to follow easily the discussion and to visualize the sentences as they are being discussed.

[1.] Goldilocks was a rude young girl. [2.] She entered the bears' home uninvited. [3.] Without hesitation she tasted all three bowls of porridge, which were obviously not prepared for her. [4.] The chairs looked so inviting that she sat in all three and even broke one chair. [5.] After she broke a chair, she grew tired and sampled all three of the bears' beds for comfort. [6.] Goldilocks's sister had a brass bed. [7.] Because she did not apologize to the bears, the reader can assume that Goldilocks needs to develop better manners.

Examples:

1. Which of the sentences in the above paragraph is the introductory sentence?

   A. 2
   B. 4
   C. 7
   D. 1

2. Which sentence in the above paragraph is unrelated to the main idea in the paragraph? Why?

   A. 2
   B. 6
   C. 3
   D. 4

3. Which is the concluding sentence? Why?

   A. 4
   B. 5
   C. 6
   D. 7

Solutions:

1. D
2. B. This sentence is not related to the topic.
3. D. It is not only the last, but it "wraps up" the evidence presented.

Activity 2

Procedure: After reading an assigned short story or novel, the teacher may assign a characterization paragraph written about a strong character in the plot. This characterization can be modeled after the Goldilocks' character. Students should be asked to identify their introductory sentence, any transitional words used in writing the paragraph, and their concluding sentences.

Activity 3

Materials Needed: transparencies or index cards

Procedure: Before class, prepare several paragraphs similar to the EXAMPLE for this activity. Change the order of sentences and number them. Paragraphs may be placed on transparencies. The entire class may order the sentences as a group or individually, or the paragraphs can be placed on index cards and given to individual students to write in the appropriate order. For each paragraph, the students should identify the introductory sentence, concluding sentence, any irrelevant sentences, and any transitional words used in the paragraph. Students should rewrite the paragraph using the best sequence of events or details and omitting any unnecessary or irrelevant information.

Read the following example sentences. Then answer the questions.

Example:

1. Twice per week she took lessons in tumbling and gymnastics.
2. Her aunt was a majorette in high school.
3. First Jane began by running every morning as a training exercise.
4. Getting ready for cheerleader tryouts was the most important part of her school year.
5. Later she spent time with a friend, a college cheerleader, who helped her with jumps.

Solutions:

1. Which of the above would be the best introductory sentence?

   A. 5
   B. 3
   C. 1
   D. 2

2. Which of the above would be the best concluding sentence?

   A. 6
   B. 5
   C. 4
   D. 2

3. Which of the example sentences would be the irrelevant sentence?

   A. 6
   B. 3
   C. 5
   D. 2

4. Using the sentence numbers, what would be the best order for the sentences to clarify the sequence of events in the paragraph?

   A. 3, 1, 5, 4
   B. 3, 1, 2, 4
   C. 1, 5, 2, 4
   D. 1, 2, 4, 5

Solutions:

1. B
2. C
3. D
4. A

Activity 4

Procedure: Have students read this paragraph and fill in the blanks by answering the questions that follow.

Living in a log cabin fulfilled a life-long dream of the young man. He enjoyed the wilderness and the challenges that he faced daily. Most of his food was grown in his own garden; [1.] _____, he was forced to hunt for fresh game when the growing season was dry. He perfected preserving this meat for future meals during the harsh winter months. For at least four months, he required a fire for warmth; [2.] _____ , he constantly searched for wood. The challenges pleased him; but the loneliness eventually overcame him, and he moved to a more populated area.

Examples:

1. Which of the transitional words below would not be a correct transitional word for blank 1 in the paragraph?

   A. however
   B. therefore
   C. again
   D. as a result

2. Which of the words below would be an appropriate transitional word for blank 2?

   A. therefore
   B. unless
   C. when
   D. later

Solutions:

1. C
2. A

Activity 5

Procedure: Have students read this paragraph and answer the questions that follow.

Choosing the best college was on the mind of every senior student. The counselor, therefore, made plans to have a special program to guide seniors in their choices. As a result of this program, many students were able to narrow their choices to one or two colleges. Some students, nevertheless, were unable to come to any conclusions and asked for more help. Another program was planned to help those still in need.

Examples:

1. Which of these words was used as a transitional word in the paragraph?

   A. help
   B. on
   C. therefore
   D. choices

2. Which of the following is <u>not</u> used as a transitional device?

   A. nevertheless
   B. another
   C. as a result
   D. therefore

Solutions:

1. C
2. B

READING COMPREHENSION

STANDARD I: The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

OBJECTIVE 1: Identify supporting details.

ELIGIBLE CONTENT: • **Identify details that support main idea(s) in one or more passages.**

AHSGE NUMBER OF QUESTIONS: 6

Lesson/Teaching Strategies

Getting Started: By guiding students through passages from functional, textual, and recreational reading and by discussing the main idea of each passage based on the supporting details of the passage, students will improve their ability to identify the main idea and supporting details. Identifying details in passages also assists students in reorganizing. Tell the students that in Shakespeare's play, *Romeo and Juliet,* the main character Romeo is looking for an apothecary (druggist). Read aloud the passage to the students. Then, ask if the apothecary is rich or poor. Discuss further the welfare of the apothecary. These details are the supporting details for the main idea in the passage. The students should conclude that the apothecary is poor.

Activity 1 **Recreational Reading**

Procedure: Reread the passage to the students or have them read it silently. As a prereading activity, have students scan the passage for the meaning of "weeds," "simples," and "cakes of roses." (weeds=clothes, simples=herbs, cakes of roses=dried, compressed rose petals). Then have students answer questions similar to the examples that follow the passage.

I do remember an apothecary,
And hereabouts he dwells, which late I noted
In tattered weeds, with overwhelming brows,
Culling of simples. Meager were his looks,
Sharp misery had worn him to the bones.
And in his needy shop a tortoise hung,
An alligator stuffed and other skins
Of ill-shaped fishes; and about his shelves
A beggarly account of empty boxes,
Green earthen pots, bladders, and musty seeds,
Remnants of packthread and old cakes of roses,
Were thinly scattered, to make up a show.

Examples:

1. Name four phrases that make the apothecary seem poor. Explain that these are details supporting the main idea that the apothecary is poor.
2. Name nine items that may be found in the apothecary's shop.

Solutions:

1. Four details that indicate the apothecary is poor are that he wears ragged clothes, he has a worried look on his face, he looks "meager," and he is thin from "misery." Also his shop is needy, and he had a beggarly stock scattered around to look like more.
2. Nine items that may be found in the shop are a tortoise, a stuffed alligator, skins of fishes, empty boxes, pots, bladders, seeds, packthread, and "old cakes of roses."

Activity 2 **Textual Reading**

Procedure: Read the passage aloud to the students.

The tour guide in 1800s attire led us up the steps of the stately old home. The home had been constructed on three levels: the main floor's parlor and office richly decorated in finely carved furniture upholstered in brocades of warm golds and reds; the second floor consisting of bedrooms with four-poster beds in need of steps for climbing into at night; and the lower floor consisting of the family eating area not quite as richly furnished as the other two floors, yet quite adequate for the Monroe family who once occupied the dwelling.

After touring the home itself, our group inquired about the location of such rooms as the kitchen or bathroom. We learned that these "rooms" were actually located apart from the main house and for good reason. The kitchen was considered a fire hazard, and bathrooms at that time had none of the modern plumbing conveniences that we know today.

As we continued our tour, our guide directed us to these outer buildings as well as others such as the servants' living quarters and the stables. The home was a self-supporting enterprise evidenced by the fact that it had its own garden for growing fresh fruits and vegetables and pens and sheds for keeping cows, goats, and chickens.

Today this beautiful old place serves as a reminder of the past and is available to the public for tours, receptions, and lunch on Saturdays in the room once used by the family for dining.

Example:

From a first impression, what is being described? (Explain that the details of the paragraph will lead to a conclusion that is the main idea.)

Solution:

This old home, rich with history, belonged to a fairly wealthy family.

Activity 3

Procedure: Read the passage again, either aloud to the students or by asking them to read the passage silently. Ask them the following questions. (Activity 3, an extension of Activity 2, requires students to recall details that identify the main idea of the passage.) If the teacher chooses to read to the students, this should be an activity that leads to a similar one in which students read the passage silently.

Examples:

1. Name details that give the reader the impression that the home once belonged to a wealthy family.
2. Find details to indicate the home is not new.
3. Find details to indicate different uses for the home today.

Solutions:

1. The home once belonged to a wealthy family because it has three levels, ornate furniture, stables, and servants' quarters.
2. The home is not new because it has an outside kitchen and bathroom.
3. The home is used for tours and receptions, and one can have lunch there on Saturdays.

STANDARD I: The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

OBJECTIVE 2: Determine sequence of events

ELIGIBLE CONTENT: • **Identify sequential order in one or more passages. (Note: Sequential order may include dates; first, next, last; before and after; and order of events.)**

AHSGE Number of Questions: 6

Lesson/Teaching Strategies

Getting Started: To introduce the idea of sequencing, have students arrange the following sentences in logical order. Emphasize that when parts of a process are taken out of their logical order, the results are often unclear or the outcome is not the desired outcome. Use the instructions for "Baking Bread" and determine the correct sequence for the instructions. Illustrate the necessity for reading each sentence before determining the best sequence for the sentences.

Example:

Baking Bread

A. The final step before baking is to cover and let the dough rise in a warm place.
B. Baking bread requires following a few directions.
C. Next combine all the ingredients until dough is formed.
D. First combine the yeast in warm water or milk.
E. Then knead the dough until it is soft.

Solution:

B, D, C, E, A

Emphasize that without reading each sentence, the reader would conclude that D (First combine the yeast in warm water or milk.) would be the first sentence. Further reading reveals that B. (Baking bread requires following a few directions.) would be an introductory sentence; therefore, B. would come first, and D. would be the next sentence.

Activity 1

Materials Needed: Ingredients for making cocoa and a means for heating the mixture.

Procedure: Give students the following sentences and ask them to write the sentences in a logical order that would describe the sequence of making and then drinking hot cocoa.

Making Hot Cocoa

A. Mix cocoa, sugar, and cinnamon together.
B. Read the recipe to determine the needed ingredients.
C. Pour the cocoa into mugs.
D. Add the correct amount of milk to the dry mixture.
E. Heat the mixture of milk and other ingredients.
F. Drink and enjoy the hot cocoa.
G. Gather all the needed ingredients.

Collect student responses and try to find one or two that have errors in their sequence. Do not identify students but use the incorrect sequence to emphasize the importance for the order of each step. Ask for a student volunteer to demonstrate how to make "hot cocoa." Give the volunteer the sequence of steps and instruct the volunteer to follow the sequence precisely. When students notice that something is wrong, have them identify which statement is out of order. Repeat the activity until students have placed the steps in the correct sequence.

Solution:

B, G, A, D, E, C, F

Extension: Other sequencing activities may include making a peanut butter and jelly sandwich, constructing a box, making a cake, or giving directions.

Activity 2

Procedure: Instruct the students to read the following passage. Emphasize that students should look for sequencing cues. Eligible content includes descriptors of order such as dates; first, next, and last; before and after; and chronological order of events.

The Defeat of Japan (World War II)

By mid-1945 Japan had been thoroughly beaten. Its armed forces were destroyed and its cities lay in ruins from American bombings. Still Japan would not give up.

Harry Truman, who became President after Roosevelt died, hoped to avoid a costly invasion of Japan. He chose to use America's secret weapon: the atomic bomb. On July 26, 1945, Allied leaders warned Japan that if it did not surrender at once, it would suffer "complete and utter destruction." The Japanese sent no answer.

On August 6, 1945, a single atomic bomb was dropped on the Japanese city of Hiroshima (hee-roh-SHEE-muh). The world was stunned by the destructive power of the new weapon. The bomb completely demolished about 60 percent of Hiroshima. For four miles around the target point, almost no buildings were left standing. More than 80,000 people were killed and 37,000 more suffered severe injuries. Others later died from the effects of radiation released by the explosion.

On August 8, 1945, the Soviet Union declared war on Japan and invaded Manchuria. Still Japan did not surrender. The next day, an American plane dropped a second atomic bomb. This time the target was Nagasaki (nah-guh-SAH-kee), an important shipbuilding city. Again the effects were deadly.

Though the military leaders of Japan wanted to continue the war, Emperor Hirohito forced them to surrender for the good of the country. On August 15—called V-J Day for "victory over Japan"—the emperor announced the defeat to his people. On September 2, officials of the Japanese government signed the document of surrender on board the battleship *Missouri* in Tokyo Bay.

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Example Questions:

1. Which of the following events happened first?

   A. The Soviet Union declared war on Japan.
   B. President Roosevelt died.
   C. The second atomic bomb was dropped.
   D. The Japanese city of Hiroshima was destroyed.

2. Which of the following events happened last?

   A. Several thousand people were killed in Hiroshima.
   B. The Allies warned Japan that it would suffer complete destruction.
   C. Manchuria was invaded by Russia.
   D. The city of Nagasaki was bombed by the Americans.

3. Place the following events in chronological order.

   A. Harry Truman warned Japan.
   B. The United States celebrated V-J Day.
   C. President Roosevelt died.
   D. The atomic bomb was dropped.

Solutions:

1. B
2. D
3. C, A, D, B

Activity 3

Procedure: Choose a person to interview such as a neighbor, a friend, or a relative. Write a biography of the person's life using the order of the events described by the person.

Activity 4

Procedure: The following order among the paragraphs may or may not be the most logical. Each paragraph is numbered. Read the paragraphs and then choose the order of the paragraph numbers most logical for the essay.

(1)

Have you ever visited any of the old buildings in Old Alabama Town? There is an old cotton gin, a drugstore, and even places where you can watch demonstrations such as spinning, woodcarving, and the playing of musical instruments of the past. Yesterday I visited the "town" once again and started my visit at the Ordeman-Shaw home.

(2)

As we continued our tour, our guide directed us to the outer buildings such as the servants' living quarters and the stables. The home was a self-supporting enterprise evidenced by the fact that it had its own garden for growing fresh fruits and vegetables and pens and sheds for keeping cows, goats, and chickens.

(3)

After touring the home itself, our group inquired about the location of such rooms as the kitchen or bathroom. We learned that these rooms were actually located apart from the main house and for good reason. The kitchen was considered a fire hazard, and bathrooms at that time had none of the modern plumbing conveniences we know of today.

(4)

Today this beautiful old place serves as a reminder of the past and is available to the public for tours, receptions, and lunch on Saturdays in the room once used as the family dining room.

(5)

In 1800s attire, the tour guide led us up the steps of the stately old home. The home had been constructed on three levels: the main floor with parlor and office richly decorated in finely carved furniture upholstered in brocades of warm golds and reds; the second floor consisting of bedrooms with four-poster beds in need of steps for climbing into at night; and the lower floor consisting of the family eating area not quite as richly furnished as the other two floors, yet quite adequate for the families who once occupied the dwelling.

Example:

Choose the sequence of paragraph numbers that will make the essay's structure most logical.

A. NO CHANGE

B. 1, 5, 3 2, 4

C. 5, 4, 2, 3, 1

D. 4, 2, 3, 1, 5

Solution:

B

STANDARD I: **The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.**

OBJECTIVE 3: **Follow directions.**

ELIGIBLE CONTENT:

- **Identify directions that are implicit or embedded in a passage.**
- **Identify the outcome or product of a set of directions.**
- **Recognize when a set of directions has been followed correctly.**
  (Note: Directions will relate to activities that are appropriate for Grade 11 students.)

AHSGE Number of Questions: 6

Lesson/Teaching Strategies

Getting Started: On the overhead projector, display a set of instructions about how to accomplish a task such as waxing a car.

> Select a premium grade wax and carefully read all the instructions including the precautions. Wash and dry the car before beginning the waxing process to be certain that it is clean and free of dirt. In addition, be sure that the car is not in direct sunlight when applying the wax. Shake well the container of wax. Pour a small amount of the wax onto a clean, damp cloth or sponge. Using a circular motion, apply the product to one section of the car at a time, beginning with the top and then moving from the hood to the back of the car. Allow the wax to dry to a haze and buff with a dry terry cloth before proceeding to the next section of the car. Once this task is completed, the car will not only shine like new but will be protected from damage caused by exposure to the sun and other weather-related problems. Remember to repeat the process on a regular basis.

Ask students questions about the instructions in order to identify the sequence of steps in the passage that are important to obtain the desired outcome. Discuss the effects that would result if some of the instructions were taken out of order.

Example Questions:

1. What type wax should be used to wax a car?
2. Why should the car be washed before applying the wax?
3. Which should be waxed first: the top or the hood?
4. What are some different kinds of directions? (such as step-by-step and embedded within passages)

Solutions:

1. A premium grade of wax
2. To be certain it is clean and free of dirt (or dirt will scratch the finish while waxing)
3. The top
4. Recipes, directions on household cleaners, test directions, "how to" articles

Activity 1 **Recreational Reading**

Procedure: Have students read the spiritual "Go Down, Moses."

GO DOWN, MOSES

1. Go down, Moses,
   Way down in Egyptland,
   Tell old Pharaoh
   To let my people go.

2. When Israel was in Egyptland—
   Let my people go—
   Oppressed so hard they could not stand—
   "Let my people go."

3. Go down, Moses,
   Way down in Egyptland.
   Tell old Pharaoh
   "Let my people go."

4. "Thus saith the Lord," bold Moses said,
   "Let my people go;
   If not, I'll smite your first-born dead;
   Let my people go."

5. Go down, Moses,
   Way down in Egyptland.
   Tell old Pharaoh
   "Let my people go!"

Example Questions:

Using the passage, answer the following or similar questions.

1. The speaker of the spiritual is

   A. Moses.
   B. the people of Israel.
   C. Pharoah.
   D. the Lord.

2. Moses is instructed to

   A. send a letter to Pharaoh.
   B. deliver a message to Pharaoh by a messenger.
   C. go personally to Egypt and deliver a message to Pharaoh.
   D. wait until harvest time.

3. Pharaoh receives precise instructions

   A. to let the people of Israel go.
   B. to work them harder than he had been.
   C. to have many children.
   D. to compensate the workers with more benefits.

4. If Pharaoh fails to obey the command,

   A. he will lose his kingdom.
   B. his first-born child will die.
   C. the speaker will speak to him personally.
   D. Moses will kill him and his child.

5. By the end of the spiritual, the command to "Let my people go!"

   A. becomes less demanding.
   B. is compromised by the speaker.
   C. reflects the intensity of the speaker's tone.
   D. is a mild request.

6. Read the following sentences to determine the correct sequence.

   a. Moses tells Pharaoh the Lord's message.
   b. Pharaoh releases Israel.
   c. The Lord instructs Moses to perform a task.
   d. Pharaoh listens to Moses' message.

   Which sequence is correct for number 6?

   A. d, a, c, b
   B. b, c, d, a
   C. a, b, c, d
   D. c, a, d, b

Solutions:

1. D
2. C
3. A
4. B
5. C
6. D

Activity 2 **Textual Reading**

Procedure: Divide the class into groups and provide each group with a passage containing an example of procedures to follow in certain situations. Examples may include science lab experiments, emergency situations such as choking, table manners in formal social situations. Require each group to develop four or five multiple-choice items based on the assigned situation. Ask groups to exchange the passages and answer the multiple-choice items.

Example:

Situation: Follow this procedure for choking.

Giving artificial respiration to a person will:

A. Keep the person from choking in the future.
B. Provide the oxygen for the person to survive.
C. Open the person's airway.
D. B and C.

Solution:

D

STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material.

OBJECTIVE 1: Identify main idea.

ELIGIBLE CONTENT:

- **Recognize the main idea in a paragraph or passage(s). (Note: The main idea may include the topic, subject, theme, central thought or message, lesson or moral, thesis, and the author's purpose and/or point of view.)**

Rules:

- A paragraph is a series of sentences that present and develop one main idea about a topic.
- The main idea focuses on one particular aspect of the paragraph, or passage.
- The main idea may appear at the beginning of a paragraph or it may appear elsewhere in the paragraph, or it may be implied and not stated.

AHSGE NUMBER OF QUESTIONS: 6

Lesson/Teaching Strategies

Getting Started: Have students read a variety of paragraphs to identify the main idea. Point out that the topic sentence or main idea may not come first in the paragraph, but it usually does.

Activity 1

Procedure: Divide the class into groups. Provide each group with a list of various titles of texts with which they should be familiar (children's books, fairy tales, fables, poems, short stories, novels.) Have students brainstorm to identify topics, themes, morals or messages, author's point of view based on what they remember. Discuss small-group decisions with the entire class to ensure that all understand the concept of main idea. Have students support their choice of main idea. As a follow-up activity, students could be given specific passages from these texts and asked to identify main ideas of specific paragraphs.

STANDARD II: **The student will interpret passages taken from textual, functional, and recreational reading material.**

OBJECTIVE 2: **Draw conclusions.**

ELIGIBLE CONTENT: • **Draw conclusions based on information in one or more passages.**

AHSGE NUMBER OF QUESTIONS: 6

Lesson/Teaching Strategies

Getting Started: Collect pictures from magazines. Give a picture to each student. Have students write a paragraph about what they believe is happening in the pictures.

Definition of drawing conclusions: Reading text and forming ideas that are not specifically stated.

Activity 1

Procedure: Have students read the poem "Richard Corey" by Edwin Arlington Robinson and answer questions similar to those that follow.

Richard Corey

Whenever Richard Corey went downtown,
We people on the pavement looked at him:
He was a gentleman from sole to crown,
Clean favored, and imperially slim.

And he was always quietly arrayed,
And he was always human when he talked:
But still he fluttered pulses when he said,
"Good-morning" and he glittered when he walked.

And he was rich–yes, richer than a king–
And admirably schooled in every grace:
In fine, we thought that he was everything
To make us wish that we were in his place.

So on we worked, and waited for the light,
And went without the meat, and cursed the bread;
And Richard Corey, one calm summer night,
Went home and put a bullet through his head.

Example Questions: Answer the following questions with the best conclusion given.

1. What is the best reason for the townspeople to envy Richard Corey?

   A. Richard Corey was happy with his wife.
   B. Richard Corey was rich.
   C. Richard Corey had a seemingly perfect life.
   D. Richard Corey said "Hello" every morning.

2. What is the financial situation that best describes the townspeople?

   A. They were hard workers who went without meat occasionally.
   B. They were educated people who were envious.
   C. They were rich people who worked with Corey.
   D. They were poor and educated.

Solutions:

1. C
2. A

Activity 2

Procedure: Have students speculate on possible reasons for Richard Corey's killing himself. Ask students to explain Corey's personal, family, and financial affairs as they relate to his suicide.

Possible Solutions: He owed large amounts of money; he had a secret illness.

Concluding Discussion: Ask students what actual conclusion may be made. (Be sure to tell students that the possible solutions above are only speculations, not conclusions that can be supported by the text. The only general conclusion that may be made is that things were not as they seemed with Richard Corey; everything was not perfect.)

Activity 3

Procedure: Have students use news articles about crimes to conclude possible reasons for the crimes.

Possible Solutions: Causes could be lack of education, poverty, anger, drug use. Be sure that students differentiate between those articles that provide information for such conclusions and those that would only be speculation.

STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material.

OBJECTIVE 3: Determine cause and effect.

ELIGIBLE CONTENT:
- **Infer the cause(s) of effect(s) stated or implied in a passage.**
- **Infer the effect(s) of cause(s) stated or implied in a passage.**

Rules:
- A cause is a reason something happens.
- An effect is the result or what eventually happened.

AHSGE Number of Questions: 6

Lesson/Teaching Strategies

Getting Started: Write the following or similar sentences on the board. Have students identify the cause and effect of each.

Example:

1. A snake will not bite until it fears danger.

Solution:

A. Cause - it fears danger

B. Effect - a snake bites

Example:

2. After a student has finished the class assignment, he or she is allowed to use the computer.

Solution:

A. Cause - finished assignment

B. Effect - allowed to use the computer

Have students work in pairs for five minutes. Each pair will compose one multiple-choice question about cause and effect. Each pair will then exchange questions with another pair to see if they can answer their questions.

Activity 1

Procedure: The teacher will introduce the reading lesson "The Angel of the Battlefield," taken from *The Book of Virtues*, edited by William J. Bennett. The teacher sets the time frame (Civil War), introduces the main character Clara Barton, and reads the introductory note and the first six paragraphs. The students will complete the reading selection and will answer the cause and effect questions related to the passage. The teacher may wish to add additional questions to this exercise or ask students to create questions of their own.

Examples:

1. Jack Gibbs decided to lie still because

   A. the ground was too hard and too cold.
   B. he wanted to die.
   C. moving caused him to bleed more.
   D. Clara wanted him to do so.

2. Miss Barton's name became a byword in the army because of

   A. the services she provided the wounded.
   B. the commanding official's refusal to allow her to serve.
   C. her membership in the Red Cross.
   D. the government's membership in the Red Cross.

Solutions:

1. C
2. A

Activity 2

Procedure: Introduce this reading lesson by giving background information on Martin Luther. Say that Martin Luther was a young man who took a public stand against the established church. Tell students that the passage they are about to read will reveal the effects of Luther's actions. Have students underline causes once and effects twice; then discuss.

Luther challenged the Church.

All his life [1482-1546], Martin Luther wished only to be an obedient, God-fearing Christian. He did not set out to lead a religious revolution. What led this strongly religious man to defy the pope and Church traditions?

Luther's background The son of a copper miner, Luther was born in a tiny town in the German region of Saxony. As a child, he felt guilty and fearful much of the time. His father's bursts of anger terrified him. The stern teachings of local priests deeply impressed Luther.

When Luther was twenty-one, he narrowly escaped death. During a storm, lightning struck nearby, knocking him down. Afraid for his life, Luther cried, "Saint Anne, help me! I will become a monk." Luther's father, who wanted his son to be a lawyer, was furious.

As a monk, Luther tried desperately to win peace of mind. He confessed his sins at great length. He fasted regularly. He slept without a blanket until he nearly froze. Nevertheless, he still felt sinful, lost, and rejected by God.

Sometime between 1512 and 1515, Luther was alone in his study puzzling over a phrase in the Bible: "The just shall live by faith." In a flash, Luther thought he understood. Praying and fasting were not the keys to salvation. Instead, a strong faith in God was all that mattered. He writes later, "Thereupon I felt myself to be reborn and to have gone through open doors into paradise."

The 95 theses Martin Luther might have lived quietly after finding peace. In 1517, however, something occurred that made him take a public stand. Like many other citizens of Wittenberg, he was offended by the deeds of a friar named Johann Tetzel. Tetzel was raising money to rebuild St. Peter's Cathedral in Rome. He did this by selling letters of **indulgence**, or pardons that released the buyer from time in Purgatory.

Strictly speaking, an indulgence could free a sinner only from the penance a priest had set, such as saying a certain number of prayers. The sinner would still have to pay the penalty set by God. Unfortunately, Tetzel was overeager to collect money. He gave people the impression that they could buy their way into heaven.

Luther was deeply troubled by Tetzel's tactics. On October 31, 1517, he took up his pen and wrote 95 theses (formal statements) attacking the "pardon-merchants." He posted his theses on the door of the castle church in Wittenberg and invited fellow scholars to debate him. Excited by the challenge, someone copied Luther's words and took them to a printer. Within six months, Luther's name was known all over Germany. The religious crisis of **Reformation** in the Roman Catholic Church had begun.

The pope tried to silence Luther.

Soon Luther went far beyond criticizing indulgences. He wanted a full reform of the Church. Luther's teachings rested on three main ideas:

1. *Salvation by faith alone* In Luther's view people could not win salvation by their own efforts—what the Catholic Church called "good works." Faith in God was the only way to salvation.
2. *The Bible as the only authority for Christian Life* All Church teachings, said Luther, should be clearly based on the words of the Bible. The pope, he said, was a false authority. (The Catholic Church accepted both the Bible and Church traditions as authorities.)
3. *The priesthood of all believers* According to Luther, each person had a relationship with God and all people with faith were equal. Therefore, people did not need priests to interpret the Bible.

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On June 15, 1520, Pope Leo X issued a bull (an official statement) threatening Luther with excommunication unless he recanted. Luther did not take back a word. Instead, his students at Wittenberg gathered around a bonfire and cheered as he threw the bull into the flames. Leo answered by excommunicating Luther.

Charles V opposed Luther.

The pope seemed powerless to touch Luther. However, the young Holy Roman Emperor, Charles V, had greater authority in Germany. We have seen how Charles summoned Luther to Worms in 1521 to stand trial. Charles promised Luther safety from arrest while at Worms. Would Luther back down at last? As you have read, he did not.

Luther made his famous speech on Thursday, April 18. The next day, Charles replied, "A single friar who goes counter to all Christianity for a thousand years must be wrong. . . I will proceed against him as a notorious heretic." On May 26, Charles issued an imperial order, the Edict of Worms. It declared Luther an outlaw and heretic. According to this edict, no one in the empire was to give Luther food or shelter. All his books were to be burned. Legally, there was no place in Germany for Luther to hide.

However, Luther lived comfortably in Germany for almost 25 years after his trial at Worms. Charles V, the most powerful ruler in Europe, could neither capture Luther nor stamp out his ideas. What accounts for this extraordinary failure?

First Charles's huge empire was simply too much for him to govern effectively. Charles belonged to a family called the Hapsburgs, who had risen to power in Austria. After the 1400's, most Holy Roman emperors were chosen from the Hapsburg family. By a series of careful marriages, the Hapsburgs won more and more lands. In 1521, their holdings included not only Austria and lands in Germany but also the Netherlands, parts of Italy, Spain, and Spain's empire in the Americas.

Charles had another problem. The German people, although divided politically, had a strong national spirit, and they resented sending German money to Rome. Luther's attacks on the pope's "greed" were popular with many Germans. An Italian churchman visiting Germany in 1521 wrote, "Nine tenths of the people are shouting, 'Luther!' And the other tenth shouts 'Down with Rome!' "

Luther's ideas spread in Germany.

For almost a year after the Diet of Worms [a special meeting of the rulers], Luther shut himself away in a castle owned by Prince Frederick the Wise of Saxony. While there Luther translated the New Testament into German. Now even Germans who did not know Latin could read the Bible.

Luther returned to Wittenberg in 1522. There he discovered that many of his ideas were already being put into practice. Town priests had given up their colorful robes. They dressed in ordinary clothes and called themselves ministers. They led services in German instead of in Latin. Some ministers had married, because Luther taught that the clergy should be free to wed.

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STANDARD II: **The student will interpret passages taken from textual, functional, and recreational reading material.**

OBJECTIVE 4: **Detect propaganda; distinguish fact from opinion.**

ELIGIBLE CONTENT:

- **Identify an author's purpose or point of view in one or more passages.**
- **Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action.**
- **Identify the purpose of specific persuasive techniques. but not label or define the techniques.**
- **Distinguish facts from opinions based on a passage.**

Rules:

- The point of view is the vantage point from which the narrative is told.
- Persuasive writing is intended to make the audience adopt a certain opinion or perform a certain action.
- Persuasion may be recognized in four basic ways.

1. The writer or speaker attempts to identify himself or herself as well qualified.
2. The material is designed to appeal to a certain audience.
3. The occasion which prompted the material to be written may be used to support the content's persuasive purpose.
4. Means of persuasion usually include some combination of the following:

   A. Argue logically.
   B. Appeal to a past tradition or authority.
   C. Work on audience's emotions.

- Facts are statements that can be proven or verified.
- Opinions are personal judgements regarding a topic.

AHSGE NUMBER OF QUESTIONS: 6

Lesson/Teaching Strategies

Getting Started: Read together a famous speech from an historical political figure. Ask students to write the important points made in the speech. Each point should be identified as a fact or opinion.

Activity 1

Procedure: Read Patrick Henry's "Liberty or Death" speech which he delivered in 1775 to the Virginia House of Burgesses. Have students identify Henry's purpose (to persuade the law-makers to vote to unite as part of the Revolution against Britain), his audience (the delegates in the House of Burgesses in Virginia), his credibility regarding the issue (involvement in political issues), and various techniques of persuasion (citing of past experiences with Britain that created anger and frustration leading to a decision to separate from Britain). These techniques (see Rules A, B, and C, page C-83) of logical argument can be identified in Henry's speech.

Activity 2

Procedure: Each student can choose a letter to the editor or an editorial in a newspaper. Ask each student to analyze the letter or article for propaganda and to identify facts and opinions. Have students write an opposing opinion to the one(s) expressed in the letter or article from the paper. (See Rules, page C-83.)

Activity 3

Procedure: Students may bring advertisements from magazines and newspapers as well as commercials taped from television. Copy the advertisements prior to class and arrange the classroom where the taped commercials can be viewed by all students. Use the advertisements in order to have the class examine them for fact, opinion, and persuasive technique(s). (See Rules.)

Activity 4

Procedure: The previous activities may lead to research projects where students may be assigned topics or public figures that are now considered to have involved propaganda techniques. Persons might include such persuasive figures as Tokyo Rose or Hanoi Hannah. Students should analyze the person's persuasive techniques and the ways they used propaganda. What was their purpose? Students should take a position in support or non-support of the person selected for research and defend that position. (See Rules.)

Activity 5

Procedure: Have students read the editorial on page C-85 from *USA TODAY* and answer the sample questions that follow.

Today's debate: Airline Safety

Problem-prone airplane wiring fails to spark FAA urgency

Our view: Denying real risks exist, Agency continues go-slow approach.

Facts on wiring

Wiring is named for its insulation. All types can pose problems, but the military's experience raised concerns about two:

- **KAPTON:** A polymer insulation trademarked by Dupont in 1966.
- **Aircraft:** Used on 40% of commercial jets, including some Boeing 737s, 747s, 757s, and 767s; Douglas DC-10s, McDonnell Douglas MD-11s, MD-80s, MD-90s; Lockheed L-1011s; all airbus models.
- **POLY-X:** A polymer made by Raychem through 1976.
- **Aircraft:** Less than 5% of world fleet, including 145 Boeing 747s made 1970 – 73 and Douglas DC-10s made 1968-1975.

About half the world's passenger jets contain wire prone to cracking and chafing that can ignite fires.

That fact, exposed Monday in a USA TODAY Special Report, comes as no surprise to the military. After a series of fires and electrical failures it backed away from the use of the most controversial wire, called Kapton, a decade ago and began warning government regulators and commercial airlines against its use.

The National Transportation Safety Board (NTSB) is wary, too. It has investigated nearly two dozen incidents in which wiring was a factor.

So is United Airlines. As long ago as 1989, it demanded that Boeing use wiring other than Kapton in new jets.

But at the top reaches of the Federal Aviation Administration, which guards passenger safety, there is only denial.

Asked to comment on the extensive evidence of wiring problems revealed in the USA TODAY report, Thomas McSweeny, the FAA's director of aircraft certification, essentially dismissed the problem out of hand.

What applies to military jets doesn't apply to civilian jets, he said, because they face greater stress—a comparison rejected by others. And the FAA's own tests, showing chafed wires can induce electrical arcing and ignite fires, mean little, he said, because there's no evidence arcing has posed a problem in the air.

This despite reports of 259 wire-related smoke or fire problems on planes over the past 24 years and the fact that wiring remains under investigation in the crashes of TWA Flight 800 in 1996 and Swissair Flight 111 in September.

Only after TWA 800 exploded did the FAA take any substantive action on wiring, and only narrowly. Most notably, last May it ordered inspections of wiring in fuel tanks on Boeing 737s, with alarming results. Chafed wires were found in half of the first 500 planes inspected. Yet no plane-wide inspections were ordered.

The FAA's indifference might be easier to accept were it not such a familiar and troubling problem. Two notable examples:

◆For a decade, FAA insiders as well as outside experts warned that tests used to gauge flammability of thermal and sound insulation used extensively on planes were inadequate. But the FAA kept relying on those tests even after Boeing adopted tougher standards in the 1980s and McDonnell Douglas strongly recommended replacement of some insulation because of three aircraft fires. Only after the Swissair crash did the agency act—announcing plans to mandate insulation on almost every airliner in service because of fire potential.

◆Beginning in 1988, the NTSB warned the FAA about fire dangers posed by Class D cargo holds, which lack smoke detectors and fire-suppression systems. On a parallel tract, the NTSB, Air Line Pilots Association and other groups were seeking tighter control of hazardous cargo that might end up in those holds. But not until the deadly mix of hazardous cargo in a Class D hold killed 110 in the 1996 crash of ValuJet Flight 592 in the Everglades, did the FAA act aggressively. It finally cracked down on hazardous shipments and ordered airlines to improve cargo fire protection.

In each case, the FAA tightened scrutiny of fire safety after a calamitous crash. If the agency hopes to save lives that might be lost because of dangerous wiring, its administrators need to learn that the time to act is before disaster happens, not after.

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Examples:

1. Which of the following is an opinion in the *USA TODAY* editorial?

   A. Half the world's passenger jets contain wire prone to cracking and chafing that can ignite fires.
   B. The military is not surprised that wires in jets are prone to cracking and chafing.
   C. Kapton is an insulation trademarked by Dupont.
   D. The NTSB warned the FAA about fire dangers posed by Class D cargo holds.

2. The statement, "Only after TWA 800 exploded did the FAA take any substantive action on wiring, and only narrowly," can best be described as

   A. persuasion by appealing to emotions.
   B. persuasion by making an appeal to authority.
   C. persuasion by appealing to past traditions.
   D. an opinion expressed from the point of view of the FAA.

3. The author's purpose is

   A. to tell readers that many different wirings are used in airplanes.
   B. to inform readers that salaries are high for pilots.
   C. to report the many plane crashes in the last five years.
   D. to convince the readers that the FAA is slowly continuing to investigate wire risks in planes.

Solutions:

1. A
2. A
3. D

STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material.

OBJECTIVE 5: Recognize statements that adequately summarize a passage.

ELIGIBLE CONTENT: None required

AHSGE NUMBER OF QUESTIONS: 6

Lesson/Teaching Strategies

Getting Started: Students watch a music video in class. The teacher leads a discussion of the video comparing the song's lyrics to what is being represented visually. Students are to write brief summaries of the video and read them aloud.

Activity 1

Procedure: Read the following passage. Select the best answers to the questions that follow.

He drove his car over the snow-covered road toward the mountains. He was anxious; there was a possibility of an avalanche occurring and covering the highway. At the beginning of the journey, his thoughts had been on the autobiography that he would complete when he reached the mountain retreat. After traveling some distance, however, his mind left the autobiography and hazardous conditions and focused instead on sandy beaches and the warm sunshine of a summer day.

The lure of the mountain retreat had been irresistible when he had begun his book. After numerous trips to the retreat, however, it had lost some of its attraction. This was particularly true in the midst of the blizzard and in contrast to the memories from his recent tropical vacation.

Suddenly his thoughts were interrupted by a noise that could paralyze the bravest of heroes. Perhaps it was only an echo through white mountains. As a precaution he stopped. The thunder came again, and the road ahead disappeared under a wave of snow. Avalanche! With this added obstacle, the prospect of completing the autobiography seemed unlikely, and the thoughts of the beach became even more irresistible.

Would he leave the autobiography unfinished? A decision had to be made. It was time to rely on the lessons of a lifetime, to overcome the obstacles in front of him, and to complete the task at hand.

Example Questions:

1. What is the best summary for this passage?

   A. Completion of the task required determination under these circumstances.
   B. Thoughts about the past almost kept the writer from action.
   C. Discipline was needed to keep from daydreaming.
   D. Bad weather caused the writer to postpone completion of the book.

2. From the passage, one could predict that the writer

   A. postponed his trip to the mountain retreat.
   B. Decided to change the title of the book.
   C. Completed the book on his next tropical vacation.
   D. Overcame the obstacles and completed the book.

Solutions:

1. A
2. D

STANDARD III: **The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.**

OBJECTIVE 1: **Recognize fallacies of logic and judge strength of argument.**

ELIGIBLE CONTENT:

- **Recognize faulty logic in one or more passages.**
- **Evaluate faulty logic in one or more passages.**
- **Recognize the strength(s) or weakness(es) of argument(s) in one or more passages.**
- **Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages.**
- **Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.**

AHSGE NUMBER OF QUESTIONS: 6

Lesson/Teaching Strategies

Getting Started: The teacher will write the definition of the words induction and deduction on the board and provide examples of inductive and deductive reasoning.

Examples:

Deductive reasoning:
All basketball players are tall.
John is a basketball player.
John is tall.

Inductive reasoning: (but faulty)
John is a senior.
John is a good student.
All seniors are good students.

Discuss the logic of each reasoning. Is either one faulty logic? Why?

Activity 1

Procedure: Assign students to write examples of inductive and deductive reasoning and label each logical or illogical.

STANDARD III: **The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.**

OBJECTIVE 2: **Analyze literary elements.**

ELIGIBLE CONTENT:

- **Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements.**
  (Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.)

AHSGE NUMBER OF QUESTIONS: 6

Lesson/Teaching Strategies

Getting Started: As a way of reviewing the concept of literary elements, dictate the following definitions of literary terms. (Suggestion: Have students copy the notes from a transparency. Tell students that these elements may have been introduced to them as early as fourth or fifth grade, and that they will remain important to them as students in high school and college.) Tell them that even in the year 2020 (put date on board), the concepts will be important to them as entertainment consumers no matter how sophisticated or high-tech literature becomes. The literary elements were important centuries ago, such as *The Iliad* and *The Odyssey*, and they will continue to be important. Add here that there is a more immediate and practical value to understanding the concepts: They will have to understand them to pass the graduation exam.

Theme – Author's insight about people or life.

Characters/Character – The people (or animals) in a story/their personal attributes.

Flat character – A one-dimensional character who behaves exactly as the reader expects. This character usually does not affect the outcome of the story.

Round character – a character with "depth." The actions of this character are not always predictable.

Tone – Author's attitude about his subject, characters, and audience.

Setting – The time and place of the story.

Mood – The "atmosphere" of the story.

Plot – The "plan" of the story. The main events that follow each other and cause other events to happen.

Literary point of view – The perspective from which a story is told.

> **First person** – The narrator is a character in the story and uses first-person pronouns. (I, me, my, mine, we, us, our).
>
> **Third Person Limited** – The narrator is not a character. He or she tells the reader about the characters but doesn't know what every character is thinking. The narrator's knowledge may be "limited" to the perspective of one character.
>
> **Third Person Omniscient** – The narrator is not a character. He or she tells us about the characters and can reveal the thoughts of each character. (*Omni* in Latin means "all." Scient comes from the Latin *scio* meaning "to know.")

As students take notes, give simple examples from famous stories, movies, or television.

Example: The waitress in the diner on *Seinfeld* is a "flat" character.

Give students a copy of James Thurber's *The Secret Life of Walter Mitty*. After the students have read it, give them a reading comprehension quiz that focuses on the literary elements. Sample questions follow. Do not discuss the story before the students take the quiz but allow students to use their notes on literary elements and their copy of the story to answer the questions. To prevent copying, have students do the quiz independently in class. Tell students in advance that they will be reading the responses of two other students. When students have finished the quiz, pass out the papers at random. After reading the papers handed out to them in advance, students could then exchange with other students to read a second response. Have students to write down the names of students whose papers they have read. Ask them to give the students some written feedback about their answers. They could also list the grades they would give the papers. After the papers have been turned in, read some answers aloud. Glance over papers to see if there are trouble spots that need clarification. (Some answers to "thought" questions will vary.)

Sample Questions:

1. Would you consider him to be a flat character or a round character? Why?
2. What makes Mitty different from the people around him?
3. What is funny about his personality and his actions?
4. What is sad about him?
5. Name the main character.
6. Although the story is humorous, it has an underlying serious tone. What is Thurber saying to the reader about the way we live our lives?
7. Identify a flat character in the story. What purpose does the character serve?
8. Name one real or imaginary setting within the story and tell why this setting is pleasant or unpleasant for Mitty.
9. List three adjectives (other than *sad* or *funny*) that convey the mood or atmosphere of any part of the story.
10. In two columns, outline the plot of the story. In one column, list the actual events. In the second column, list the events in Mitty's fantasy life. What are the advantages of having the plot zigzag from fantasy to reality? Was the plot difficult to follow?
11. From what point of view is the story told?

Activity 2

Procedure: On the top half of 8 1/2 x 11 paper, duplicate the following newspaper article, "Losing a car as painful as losing an old love," by Darrell Norman. Leave the bottom blank. After the students have read the article, tell them that the literary elements they have been studying are not confined to literature textbooks. Have them reread the article marking sentences that reveal anything about character, setting, tone, theme, or conflict. Ask them to put parentheses around their favorite sentences. Ask them to write a short paragraph at the bottom of the page. They could choose from one of the these topics.

A Car's Personality	Yard Sales
Man vs. Insurance Companies	One Man's Trash . . .
The Joy of Driving	The Fender Bender

Tell students to think about the literary elements as they write their short compositions. Later, let students read each other's work.

Gadsden Times Saturday 8/22/98

DARRELL NORMAN

Losing a car as painful as losing an old love

For the past few years, I have traveled part of the "World's Longest Yard Sale" in search of feature stories.

Last week, I was on that beat again, traveling from Mentone to Gadsden on Wednesday, Thursday and Friday.

One of those days I drove The Ford Ranger I inherited from my father. The other two days, I drove Valentina, my beloved 1968 Volkswagen bus.

On Saturday, the day after I had traveled the yard sale route for the third time, my friend and I held our own yard sale about three miles off the sale route.

It was there that I lost Valentina.

So great was my attachment to Valentina that many thought I was about to get married when I wrote in 1966 that a new love had come into my life on Valentine's Day, wearing a granny dress of red and white.

I had forgotten the exhilaration of new love until Valentina came into my life, had forgotten the sheer joy of driving until she and I sped along the back roads, windows down, blues tape turned up loud, wind blowing into her smiling face and through my flowing hair.

Valentina was not just a way to get somewhere, she was a cultural icon. I was reminded of that every time I took her on the road to be met by waves and peace signs from people ranging in age from Social Security to teens barely old enough to drive.

One day as Valentina and I were hum-clicking up U.S. 11, the engineer of a train on the parallel track gave us a toot of his whistle and a friendly wave as we passed him.

I, who had been waving at engineers since I was old enough to raise my arm, was impressed to have the man driving that big freight train wave at me and whistle at my girl. I think Valentina was flattered, too. My parents gradually and reluctantly accepted that at my age I was deep into a love affair with a woman who symbolized free love, folk music, communal living and recreational plants.

My daughter hinted that she was looking for "some quiet place" for me to live my years out.

They can all rest easy now. Valentina has been taken from me.

As I write this, she has not yet been pronounced dead, but the insurance agent told me last night that he would probably declare her "totaled" today.

This is even harder for me to accept because Valentina did not suffer her injuries as she and I were speeding down some country two-lane, full of the promise of an estate sale or a pile of good scrap iron. No, she was parked. In a yard. Protected on both sides by trees. She was at least 25 feet from the road, parked so she could watch the traffic going by in the rain. I was inside my friend's house when I heard the unmistakable sound of tires screaming on pavement. The sound went on almost forever and ended with two or three loud clunks.

I ran out and found a new pickup truck smashed up against Valentina broadside, its rear bumper at her right front cheek. The police report would later show that the truck skidded sideways 141 feet before hitting a tree and nine more feet before hitting my bus.

I got to the truck as two teenage boys were climbing out. I saw that they were not bleeding but badly shaken up, and called to my friend to dial 911. An ambulance later took the boys to a hospital for examination, and I was left with a policeman to do my own examination of Valentina.

Her front end and right side had been hit by the truck, and her rear end and left side had been smashed against two trees. The truck had torn a 40-year-old tree out of the ground on its way to my bus, and the tree lay up against the rear windows. The insurance man says he will have to "total it out" and is thinking of paying me $400 to $600.

The chrome VW emblem on her face is worth $100, and the recently rebuilt engine is worth about $800, so I am not happy with what he say the whole bus is worth.

It's tough to haggle over the value of Valentina's parts with a stranger who wants to send her to a junkyard to become a multiple organ donor.

I want them to repair her. I want her whole again. We've still got a lot of back roads to cover.

Darrell Norman is a columnist and staff writer for The Gadsden Times.

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STANDARD III: **The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.**

OBJECTIVE 3: **Demonstrate understanding of figurative language and analogy.**

ELIGIBLE CONTENT:

- **Analyze use of analogy in a passage.**
- **Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language.**
  (Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).)

AHSGE NUMBER OF QUESTIONS: 6

Lesson/Teaching Strategies

SIMILE

Getting Started: Ask students to complete these sentences with as many endings as they can.

In the fable *The Tortoise and the Hare*, the tortoise moved steadily along like a _____. (a determined snail looking for his first meal; rich molasses oozing down the maple tree; a large steam engine making the first transcontinental trip across America, etc.)

The hare ran fast; then he played around like a (an uncaring child; a carefree bum; etc.)

Definition: A simile compares two or more items using either *like* or *as* to state the comparison.

Activity 1

Procedure: Identify the two items being compared. Discuss liveliness of writing, vividness of the word picture created, etc.

1. When Mike passed Bill on the last lap, Bill's *smile* melted like a *snowflake* on a hot stove.
2. My shiny new *Porsche* purrs like a *kitten*.

What two items are compared in each sentence below? Write a shorter sentence stating the actual meaning.

Examples:

1. The lady's bright red car was shining like a new morning sun.

2. After basketball practice, I was as tired as an old rug after its beating for spring-cleaning.

Solutions:

1. car—sun; The car was shiny.

2. I—old rug; I was very tired.

Activity 2

Procedure: Students or teacher should pull pairs of items from a box of objects collected by the leader and write a sentence with a simile for each pair. Examples: giraffe/tree, candle/light bulb, cat/baby, car/bicycle, airplane/bird, old tennis shoe/worn-out bookbag. Have students check their sentences by evaluating: Does each have two items? Is *like* or *as* in the sentence? Is this a fresh comparison? Does it help the reader understand or imagine?

Example:

Airplane and bird.

Solution:

The airplane soared through the air like a beautiful bird on a magnificent journey.

Activity 3 **Recreational Reading**

Procedure: Have students read the poem "Harlem" from *A Dream Deferred* by Langston Hughes.

Examples of Questions:

1. Does this poem have similes? If so, what things are being compared?

2. What is the main idea expressed in the poem?

   A. Harlem is a sleepy community.
   B. Dreams are rotten meat.
   C. A dream unfulfilled can be a "long-time" worry or erupt into a major problem.
   D. People who live in Harlem should not express their feelings, just live with them.

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3. Interpret the poem and discuss the images portrayed in all five comparisons about Harlem. Have students in groups discuss and explain at least one of the five images.

Solutions:

1. Yes. Harlem is being compared to five things:
   - — a raisin in the sun
   - __ a sore
   - __ rotten meat
   - __ a syrupy sweet
   - __ a heavy load
2. C
3. Answers will vary.

Activity 4

Procedure: Ask students to write the two items being compared in the following sentences. Write the clue word (*like* or *as*) for the comparison.

Examples:

1. The witch screeched like an angry owl every time someone passed her house.
2. Bill jumped around like a jumping bean because he was going to his first baseball game.
3. The girl with the beautiful voice sang as sweetly as a lark.
4. When he lost his new bike, the little boy wandered around like a sick puppy.
5. The artist's model sat as still as a statue in the park.
6. On the morning of my first piano recital, I was sweating like a marathon runner even though I was still in bed.

Solutions:

1. witch – owl (like)
2. Bill – jumping bean (like)
3. girl – lark (as)
4. boy – puppy (like)
5. model – statue (as)
6. I – runner (like)

METAPHOR

Getting Started: Find the analogies in these sentences.

My father was an angry bear when he found out that I came home an hour late last night.

1. What two things are being compared? (father and bear)
2. What is the idea being conveyed in the sentence? (The father became very angry when the child came home late.)
3. How is this sentence different from a sentence with a simile? (There is no *like* or *as* in the sentence.)

Definition: A passage with two unlike items being compared without benefit of the word *like* or *as* is a metaphor; the comparison is implied. The statement is not true literally but figuratively.

Example: Bernie's Chevrolet was a speeding jet careening down the freeway.

Activity 5 **Recreational Reading**

Procedure: Have students read the poem "Dreams" by Langston Hughes.

Examples:

1. In the first stanza, what two things are compared?
2. In the second stanza, what two things are compared?
3. What is the idea developed by the author?

   A. Without dreams, life loses its richness and vibrancy.
   B. Let go of your dreams because they are meaningless.
   C. Dreams are frozen snow.
   D. Birds cannot fly.

4. How do the metaphors help develop Hughes's idea?
5. Analyze and compare "Dreams" by Hughes with "Harlem" by Hughes.

Solutions:

1. life and bird
2. life and a barren field
3. (A.) Without dreams, life loses its richness and vibrancy.
4. Metaphors give the reader visual images to attach to the ideas.
5. In "Harlem," dreams can explode into problems if unattended; whereas, in "Dreams," Hughes indicates that dreams are important to keep our thoughts alive and healthy.

(This activity is also good for identifying theme and main idea.)

Activity 6

Procedure: Have students change the following sentence to include a metaphor.

Example: The sky had many fluffy clouds on that sunny summer day.

Solution: The sky was a soft fluffy blanket sunning in the summer air.

PERSONIFICATION **Recreational Reading**

Definition: Personification gives animals and things the characteristics of a person.

Example: Flashes of lightning angrily streaked through the black night.

Procedure: Have students explain why this is considered to be personification.

Activity 7

Procedure: Have students read the poem, "The Sky is Low" by Emily Dickinson and find examples of personification in the poem.

The Sky is Low

The Sky is low—the Clouds are mean.
A Traveling Flake of Snow
Across a Barn or through a Rut
Debates if it will go—

A Narrow Wind complains all Day
How some one treated him.
Nature, like Us, is sometimes caught
Without her Diadem.

Solutions:

— Clouds are mean
— Flake debates if it will go
— Wind complains all day
— Nature caught without her Diadem (crown)

HYPERBOLE

Definition: Hyperbole is the use of exaggerated expressions.

Examples:

1. He drove until I thought he would die.
2. Fiberglass belts are just out of this world.
3. Turning laps at 915 mph is being in heaven.

Activity 8

Procedure: Have students create other examples of hyperbole using the following starting points: flying in a hot-air balloon, doing aerobic exercises, listening to a boring speech, etc.

IMAGERY

Definition: Imagery creates mental pictures for the reader by appealing to one or more of the five senses. (Similes, metaphors, personification, are also imagery.)

Example: The honeyed smell of the clover drifted through the soft April breeze.

Activity 9

Procedure: Provide students with a list of other examples of phrases, sentences, etc., containing imagery. Have the students write the sense (sight, touch, sound, taste, smell) to which the example appeals.

STANDARD IV: **The student will utilize strategies that enhance comprehension of textual, functional, and recreation reading material.**

OBJECTIVE 1: **Determine word meaning through the use of context clues.**

ELIGIBLE CONTENT:

- **Determine the meaning of words or phrases in context. (Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.)**

AHSGE NUMBER OF QUESTIONS: 6

Lesson/Teaching Strategies

Getting Started: Write the following or similar sentences on the board. Ask students to guess the meanings of the underlined words. Emphasize the importance of reading whole sentences to get the meaning of unknown or commonly confused words.

Examples:

1. Cries of <u>anguish</u> could be heard from the crowd after they received the tragic news.
   A. glee
   B. sorrow
   C. relief
   D. harmony

2. When Scott was presenting his current events report, he went over the time limit. If Scott's report had been more <u>concise</u>, there would have been time for other reports.
   A. interesting and funny
   B. serious and important
   C. brief and clear
   D. time-consuming and long

Solutions:

1. B
2. C

Procedure: List the following words on the board or a transparency. Have students copy the words on notebook paper.

1. agonizing
2. receded
3. pain-killing draft
4. succored
5. allayed
6. jolting
7. procured
8. deter
9. ministered
10. scant

Tell students that they may not know all the words on the list but that after they have read the selection "The Angel of the Battlefield" by Joanna Strong and Tom B. Leonard (*The Book of Virtues*, edited by William J. Bennett), they can figure out what the words mean even without the help of a teacher or a dictionary.

Read the first paragraph of "Angel of the Battlefield" with the students. Help them see they can infer that "agonizing" pain that has "receded" is very intense pain that has lessened.

Have students read the selection again. As they read, they should jot down possible definitions for the words based on context clues. When they have finished, show students dictionary definitions of the words so they can see how close their "guesses" came to the actual definitions.

STANDARD IV: **The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.**

OBJECTIVE 2: **Demonstrate the ability to preview and predict.**

ELIGIBLE CONTENT:

- **Preview text features to make a prediction about the text content.**
  (Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.)

AHSGE NUMBER OF QUESTIONS 6

Lesson/Teaching Strategies

Getting Started: Tell students that previewing and predicting are skills they develop in everyday activities beyond school that can be applied to improve previewing and predicting in reading texts. They may make predictions of a sort as they view commercials about upcoming movie debuts, advertisements about resorts/vacation locations, etc., that will result in a purchase of some type. Ask students to indicate specific commercials that helped them predict whether they would like the movie or other product.

Example (Story building): The teacher begins the story with the sentence: *Johnny went to the store during the middle of a hurricane.* The story continues to build as the teacher supplies hints (on cards) and the students provide details. As the story progresses, the students continue to add details without hint cards. When only four students have not contributed, all other students write their prediction of the outcome of the story. Then have the last four students conclude the story. After the story is completed, students exchange papers and discuss the predictions.

Activity 1 **Recreational Reading**

Note: Define foreshadowing before doing this activity.

Procedure: Students read *Julius Caesar*, Act III, Scene 3. The scene deals with the death of Cinna, the poet, who was mistaken for Cinna, the conspirator. Students should read only the first lines dealing with Cinna's introduction to the angry mob. After reading, have students answer the following questions based upon the foreshadowed evidence. Explain that they are doing a form of previewing, and they are predicting based on some evidence from the preview.

Examples:

1. The mob was angry because

   A. Caesar has been murdered.
   B. Brutus has been murdered.
   C. they cannot vote in the election.
   D. they want anyone associated with the conspiracy to die.

2. The mob confuses Cinna, the poet, with Cinna, the

   A. cook.
   B. conspirator.
   C. magistrate.
   D. ruler.

3. Since Cinna is a poet, on what grounds besides his name could the crowd kill him?

   A. His poetry is too beautiful.
   B. His poetry is a foreign language.
   C. His poetry is actually prose.
   D. His poetry is in bad verse.

4. If Cinna can talk his way free of the angry mob, predict what he will do next?

   A. Kill himself because of his name.
   B. Warn other Cinnas in the city of the angry mob.
   C. Flee far away from Rome.
   D. Join the angry mob.

5. If Cinna dies, predict what will happen.

   A. The mob will mourn his death.
   B. The mob will see him as a martyr.
   C. The mob will count his death as a victory.
   D. The mob will kill all men that cross its path.

Solutions:

1. D
2. B
3. D
4. C
5. C

Activity 2 **Functional Reading**

Procedure: Have students read the following passage and make predictions about the rest of the passage.

Passage: Susan rides the Metro Bus to work each day. The 10:03 bus is late due to a flat tire. The auto mechanic forgot to put all the lugs back on the wheel of the tire. The bus arrives at 10:53. Susan, an administrative assistant, has been waiting for the bus since 9:55. Her job is 20 miles away. She has to be there by 11:30. Her unexcused tardies have earned her a bad reputation with her boss.

Examples:

1. Susan will probably

   A. take another bus.
   B. take the 10:03 bus and have more bus trouble.
   C. call in late for work.
   D. walk to work.

2. The auto mechanic forgot to put all the lugs back on the wheel because

   A. he has little automotive experience.
   B. he did not have his coffee.
   C. he is underpaid.
   D. he did not have all of his tools.

3. As a result of this action, the bus driver will probably

   A. never use that particular auto mechanic shop again.
   B. lose his job.
   C. quit his job.
   D. report to his manager the unsatisfactory performance of the auto mechanic.

4. Other passengers waiting for the 10:03 bus probably

   A. waited for the 10:03 bus to come.
   B. caught another bus if one arrived before 10:03.
   C. made other travel arrangements.
   D. walked to work.

5. For the goal of making her career less prone to unexpected emergencies, Susan will probably

   A. invest in her own vehicle.
   B. change jobs.
   C. boycott buses.
   D. move to the country.

Solutions:

1. C
2. A
3. D
4. B
5. A

Activity 3 **Recreational Reading**

Procedure: Based on the following haiku, students will attempt to assume or anticipate certain information.

"The Honeysuckle"

The honeysuckle
Sweet, sour, yellowish ones
Lay in the open.

(Poem contributed by Ms. Annie Means, teacher at Foley High School, Baldwin County Board of Education)

Examples:

1. According to this haiku, predict where the author lives.

   A. in the inner city
   B. in the country
   C. in the desert
   D. on the water

2. The author of this poem probably

   A. loves nature.
   B. hates nature.
   C. loves the variety of things in nature.
   D. has actually tasted honeysuckle.

3. After reading this poem, the reader is more likely to visit

   A. a countryside.
   B. a farm.
   C. the biology section of a nearby library.
   D. a local high school.

Solutions:

1. B
2. D
3. A

STANDARD IV: **The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.**

OBJECTIVE 3: **Discern organizational patterns.**

ELIGIBLE CONTENT:

- **Determine the organizational pattern of a passage, but not label the pattern.**
  (Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.)

AHSGE NUMBER OF QUESTIONS: 4

Lesson/Teaching Strategies

Getting Started: Below are examples of organizational patterns. Ask students to bring to class selections from various resources such as magazines, textbooks, or newspapers. Have students identify the organizational patterns of their selections.

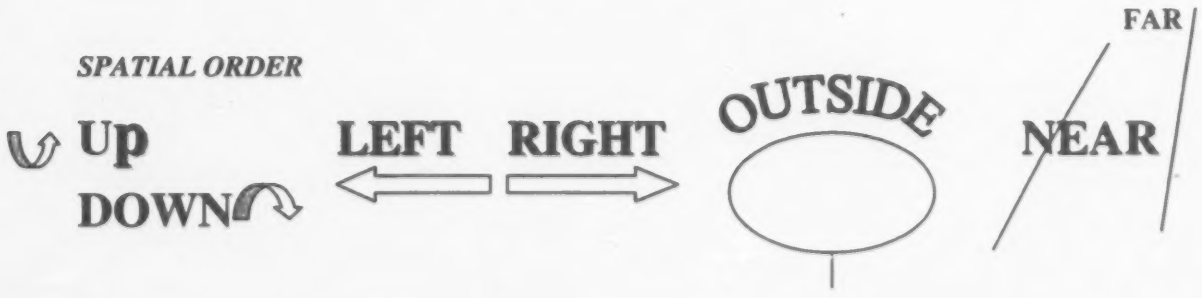
Organizational Patterns

Passages (including individual paragraphs) may be arranged in the following patterns:

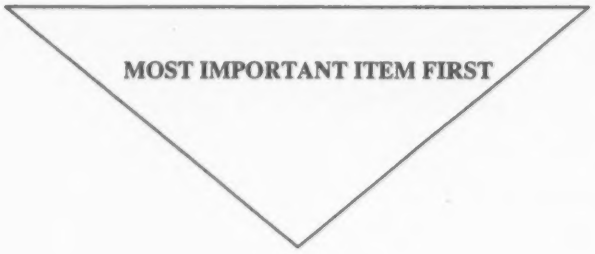
CHRONOLOGICAL ORDER

FIRST - - -
SECOND - - -
THIRD - - -
LAST - - -

SPATIAL ORDER



ORDER OF IMPORTANCE



COMPARISON AND CONTRAST

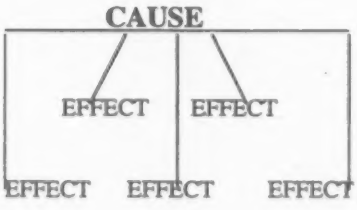
Method 1

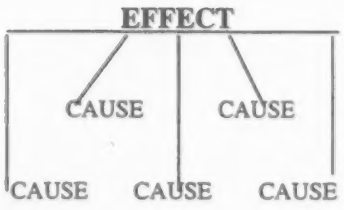
First A_1 A_2 A_3 ETC.
Then B_1 B_2 B_3 ETC.

Method 2

First A_1 and B_1
Then A_2 and B_2
Then A_3 and B_3 etc.

CAUSE AND EFFECT





MAIN IDEA

Topic (main idea)

supported by

1. Facts
2. Details
3. Examples

Activity 1

Procedure: Have students read the fable *The Ant and the Grasshopper*. This selection should be identified by students as an example of the organizational structure in which details or events lead to the main idea. Students should identify the main idea (or **MORAL** in this case) and then translate the moral into their own words.

Example: It is best to prepare for the days of necessity. (moral)

Solution: Always think ahead to plan for future needs. (students' words may vary)

Extension: Ask students to list the details/events that support this idea. After they list them, ask them to describe where the details are as compared to the main idea. This description will address the organizational pattern of this fable (and most others).

Activity 2

Procedure: Give students copies of witty sayings from *Poor Richard's Almanack*. Choose two or three of these to write on the board and have students rewrite them in their own words for the class. Indicate that these ideas would be suitable topics, themes, or morals for brief fables, tales, yarns. Have students write their own fables, tales, or yarns using the witty sayings as main ideas and decide whether they will use the organizational structure: detail, detail, detail, moral or moral, detail, detail, detail, etc. or one of the other patterns on the previous page. (Students will soon realize that these two patterns are the only ones suitable for a fable, tale, or yarn.) This could also be a group project. The teacher or a student could read the best ones to the class.

He that cannot obey cannot command.

He that lies down with dogs shall rise up with fleas.

Love your neighbor; yet don't pull down your hedge.

A mob's a monster; heads enough but no brains.

Lost time is never found again.

Early to bed, early to rise, makes a man healthy, wealthy, and wise.

Be slow in choosing a friend, slower in changing.

Well done is better than well said.

God helps them that help themselves.

If you would keep your secret from an enemy, tell it not to a friend.

Don't count your chickens before they are hatched.

A friend in need is a friend indeed.

Fish and visitors smell in three days.

Don't throw stones at your neighbors'; if your own windows are glass.

Eat to live and not live to eat.

Love your enemies, for they tell you your faults.

Better slip with foot than tongue.

Never leave that till tomorrow, which you can do today.

He that goes a borrowing goes a sorrowing.

Little strokes fell big oaks.

A rolling stone gathers no moss.

Honesty is the best policy.

A penny saved is a penny earned.

Beware of little expenses; a small leak will sink a great ship.

If you would know the worth of money, go and try to borrow some.

Make hay while the sun shines.

Three may keep a secret, if two of them are dead

Activity 3

Procedure: Provide copies of a carefully selected paragraph that clearly illustrates an organizational pattern such as the following one.

> Two distinct opinions were expressed by the group of students. Some wanted to change the lunchroom procedure to an a la carte line in which each student would select and pay for only what he or she wanted. They felt that this would encourage more students to eat lunch and would be fairer. They were not concerned about whether each student would have a balanced diet. Another large faction did want to offer choices, but they wanted each choice to be a planned meal. The price would be the same for each, but one choice would be a salad bar, one a meat and vegetable plate, and one a sandwich and fruit choice. These students were concerned about balance and choices. The school board will vote next week.

Examples:

1. Have students identify the basic pattern from four or five choices.

   A. Main idea—supporting details
   B. Comparison—contrast
   C. Chronological order
   D. Spatial order

2. After students identify the answer to Example 1, have them identify which method of comparison is used here.

Solutions:

1. B. Comparison – contrast

2. Method one (The teacher should draw the visuals for the two methods on the chalkboard or overhead transparency and may need to lead a discussion that identifies the location of the two opinions and supporting details in order for students to comprehend the pattern. Another activity could follow that illustrates method two.)

STANDARD IV: **The student will utilize strategies that enhance comprehension of textual, functional, and recreation reading material.**

OBJECTIVE 4: **Demonstrate the ability to locate information in reference material.**

ELIGIBLE CONTENT:

- **Comprehend information in reference materials. (Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.)**

AHSGE NUMBER OF QUESTIONS: 6

Lesson/Teaching Strategies

Getting Started: Have students work together to match the following reference materials and research sources with their definitions.

Examples:

_____	1. glossary	A. a book of maps
_____	2. dictionary	B. an alphabetical list of topics in a book
_____	3. index	C. an index to periodical literature
_____	4. table of contents	D a short dictionary within a book defining major terms used
_____	5. appendix	E. additional information at the end of a book
_____	6. atlas	F. a summary of one year's notable events
_____	7. almanac	G. an alphabetical listing of available authors, subjects, and titles of books
_____	8. encyclopedia	H. a book of words, pronunciations, and definitions
_____	9. *Reader's Guide*	I. an alphabetical set of information in a book or in computer format on all branches of knowledge
_____	10. card catalog	J. a list of subjects in a book and their order, located at the beginning

Solutions:

1. D
2. H
3. B
4. J
5. E
6. A
7. F
8. I
9. C
10. G

Activity 1

Procedure: Have students use an encyclopedia to answer the following questions about Henry Wadsworth Longfellow.

Examples:

1. When was Longfellow born?
2. Where was Longfellow born?
3. What nationality was he?
4. Did he primarily write poetry or novels?
5. Did he write *Evangeline*?

Solutions:

1. February 27, 1807
2. Portland, Maine
3. American
4. Poetry
5. Yes

Activity 2

Procedure: Use a glossary, an index, and a table of contents of an English grammar book to answer the following sample questions:

Examples:

1. On what pages should one look to find information on active voice?

2. In which part of the book should one look to find the format of a letter?

3. List a synonym for *impecunious* (or some other word defined in the glossary). What part of speech is it?

4. On which pages would one find proper uses for a comma?

5. On which pages would one look for information about improving one's sentence style and on learning to combine sentences?

Solutions: Answers will vary according to the textbook selected.

D. RESOURCES

ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE)
RESOURCES
LANGUAGE AND READING COMPREHENSION

Books and Other References

Alabama Course of Study: English Language Arts. Bulletin 1993, No. 37, Montgomery, Alabama: Alabama State Department of Education, 1993.

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Vygotsky, Lev. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, Massachusetts: Harvard University Press, 1978.

Warriner, John E. *English Composition and Grammar*. Chicago: Harcourt, Brace, and Jovanovich, 1988.

Zemelman, Steven and Harvey Daniels. *A Community of Writers: Teaching Writing in the Junior and Senior High School*. Portsmouth, New Hampshire: Heinemann Educational Books, 1988.

Websites

(http://206.76.136.3/resources/la.html)
Information on Children's Literature, Creative Writing on the Internet, Language Arts lesson plans, a National Council of English (NCTE) page, National Writing Project, Web Resources for English Teachers, Internet Resources for Special Educators, Resources for Young Writers, and Educational (and fun) WWW Sites for kids, teachers, and parents.

http://www.swift.cps.k12.il.us/swift/lessons.html
Categories including Creating Lesson Plans, Internet Lesson Plans, Language Arts – Lesson Plans, Lesson Plan Archive – AskEric, and Lesson Plans – Colleague Exchange.

(http://www.iat.unc.edu/guides/irg-30.html)
English Literature and Composition Resources. Literature, Composition/Rhetoric, Writing Centers and Laboaratories, Dictionaries and Other Tools, and other resources including new tools for teaching.

(http://webcrawler.com/select/edtech.03.html)
Resources for K – 12 teachers – some interactive – including discussion groups, lesson plans, and stories about teaching.

(http://www.edunet.com/english/grammar/index.html.)
Provides source for questions dealing with grammar. The site offers a grammar clinic and language practice pages.

E. ITEM SPECIFICATIONS: LANGUAGE

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INTRODUCTION

This bulletin provides specific information about the *Alabama High School Graduation Exam,* Third Edition (AHSGE). Educators representing each state school board district as well as both city and county school systems served on the committees that determined the standards and objectives; determined the eligible content for the test; and reviewed, revised, and approved the actual items.

The standards and objectives for the AHSGE are also found in *Standards and Objectives* (*Reading Comprehension, Language, Mathematics, and Science*) *for the Alabama High School Graduation Exam,* Bulletin 1997, No. 16, and *Standards and Objectives* (*Social Studies*) *for the Alabama High School Graduation Exam,* Bulletin 1998, No. 13. The standards and objectives for language are specifically referenced in this document.

Teachers must be familiar with this document if they teach content that relates to the objectives measured on the graduation exam in the middle grades or in the high school grades. Further, teachers must use this document in focusing instruction for students who have demonstrated weaknesses on objectives measured on the pre-graduation examination and the AHSGE.

An item specification has a distinct purpose and provides essential information concerning the testing of an objective. Item specifications for language will follow this order:

STANDARD	Broad area of content to be assessed
OBJECTIVE	Specific skill within a standard to be assessed
ELIGIBLE CONTENT	Clarification and elaboration of an objective (where applicable)
SAMPLE ITEMS	Item formats to test each objective

The sample items in this bulletin will **not** be found on the pre-graduation examination or the AHSGE. The number of sample items in this bulletin does not necessarily reflect the weight of the content on the test. In order to identify the weight of the content, the following chart shows the number of items for each language objective.

OBJECTIVES		NUMBER OF ITEMS
I-1	Identify correct noun forms	5
I-2	Identify correct verb forms	5
I-3	Recognize subject-verb agreement	5
I-4	Recognize pronoun-antecedent	5
I-5	Identify verb shifts	5
I-6	Identify correct pronoun case	5
I-7	Identify effective use of voice	5
I-8	Determine correct use of modifiers	5
I-9	Identify commonly confused words	5
II-1	Use clear, vivid, precise language	5
II-2	Use formal and informal language	5
III-1	Demonstrate correct sentence structure	5
III-2	Demonstrate internal parallelism	5
IV-1	Demonstrate correct use of capitalization	5
IV-2	Demonstrate correct use of commas	5
IV-3	Demonstrate semicolon and colon usage	5
IV-4	Demonstrate quotation marks and underlining	5
IV-5	Demonstrate correct use of the apostrophe	5
V-1	Paragraph progression and completeness	10
TOTAL		100

ITEMS

BY

STANDARD AND OBJECTIVE

STANDARD I: The student will recognize correct grammar and usage.

OBJECTIVE

1. Identify correct noun forms (singular and plural).

ELIGIBLE CONTENT

- Regular and irregular forms.
- Collective nouns.
- Proper nouns.
- Compound nouns.
- Words with alternate accepted forms. (Note: The plural of *index* could be *indexes* or *indices*.)

SAMPLE ITEMS

1 Choose the sentence that is written correctly.

* **A** A chorus of donkeys greeted the dawn.

B The Smith's bought a new house last week.

C The author added four appendix to her book.

D Three young foxen were romping in the snow.

2 Choose the sentence that contains an error.

A Can anyone name all the gulfs on the map?

* **B** Bushs along the roadside were turning green.

C The waves crashed onto the beach with a roar.

D There were many kinds of potatoes in the supermarket.

3 Choose the sentence that contains an error.

A Across the entire western states, the skies are clear.

B The town council recognized the rescuers as heroes.

* **C** The two musicians were son-in-laws of the conductor.

D How many former secretaries of state are still living?

STANDARD I: The student will recognize correct grammar and usage.

OBJECTIVE

2. Identify correct verb forms.

ELIGIBLE CONTENT

- Regular and irregular verbs.
- Number.
- Tense.

SAMPLE ITEMS

1 Choose the correct word or words to complete the sentence.

After the next lap, I _____ a hundred meters.

A swam

B have swum

C am swimming

* **D** will have swum

2 Choose the sentence that contains an error.

A Did he catch that fly ball?

B He wore his new jeans today.

C Have the children drunk their milk?

* **D** They tooked a trip to La Grange, Georgia.

3 Choose the sentence that is written correctly.

A I brung my camera to take your picture.

B Is the ice cream still froze, or is it melting?

C He knowed the answer but didn't raise his hand.

* **D** The dog chased the children as it ran through the park.

4 Choose the sentence in which the underlined word or words are written correctly.

A After they ate lunch, Tim and Max <u>will walk</u> to the park.

* **B** When Mary had completed the assignment, she <u>submitted</u> her portfolio.

C Because the stadium was very hot, many fans <u>are leaving</u> the game early.

D If Angelica <u>would have studied</u> more, she would have made better grades.

5 Choose the sentence in which the underlined word is an error.

* **A** Neither Brenda nor Larry <u>like</u> popcorn.

B Some of the children <u>eat</u> pizza for lunch.

C Both Derrick and Katie <u>run</u> in the morning.

D Either my cat or my dogs <u>stole</u> the chicken off the table.

STANDARD I: The student will recognize correct grammar and usage.

OBJECTIVE

3. Recognize subject-verb agreement.

ELIGIBLE CONTENT

- Singular and plural subjects, including compound subjects. (Note: Compound subjects will include those joined by "or," with the second element singular or plural.)
- Compound in form, singular in meaning.
- Plural in form, singular in meaning.
- Regular and inverted order.
- Collective nouns, when correct verb form depends on rest of sentence.
- Sentences with intervening phrases.
- Indefinite pronoun as subject.
- Correlative conjunctions.

SAMPLE ITEMS

1 Choose the sentence that is written correctly.

A Each one of the teachers were given an award.

*** B** Either my brothers or my sister is driving me to the airport.

C Few of the students really understands the calculus problem.

D The decision of the lower courts were reversed by the appeals court.

2 Choose the sentence that contains an error.

A One of the ten dollar bills was counterfeit.

B This collection of stories is not very good.

C The ability of these children surprises everyone.

*** D** The effects of sunburn is sometimes quite harmful.

3 Choose the correct word or words to complete the sentence.

_____ is driving from Huntsville to Mobile.

A I

B We

* **C** Her sister

D Her sisters

4 Choose the sentence in which the underlined word is correct.

* **A** An ant and a wasp <u>are</u> insects.

B Chemicals used in industry <u>is</u> sometimes harmful.

C Only a few people <u>gets</u> to see the actors backstage.

D "Memories" <u>are</u> the name of the poem I am reading.

5 Choose the sentence in which the underlined word is an error.

A There <u>are</u> twenty-four chapters in the book.

* **B** He <u>don't</u> swim well enough to cross the lake.

C Three fourths of the forest <u>was</u> burned by the fire.

D The safety factors in a helmet <u>are</u> important in an accident.

6 Choose the sentence in which the underlined word is an error.

A Seven times three <u>is</u> twenty-one.

B There <u>are</u> four books to read this semester.

C She is one of those people who <u>are</u> always cheerful.

* **D** Three fourths of the amount <u>have</u> to be paid next week.

STANDARD I: The student will recognize correct grammar and usage.

OBJECTIVE

4. Recognize pronoun-antecedent agreement in number and gender.

ELIGIBLE CONTENT

None specified.

SAMPLE ITEMS

1 Choose the sentence that is written correctly.

* **A** The cat ate its food quickly.
B Each student voted for its favorite food.
C The groom found its tuxedo in the closet.
D Todd and Keith went to his own graduation on Sunday.

2 Choose the sentence in which the underlined word is correct.

* **A** Jane washed <u>her</u> car right before it rained.
B Each of the roses has <u>their</u> own distinct smell.
C Some of the rabbits chewed through <u>its</u> cages.
D Most of the people clapped <u>her</u> hands after the show.

3 Choose the sentence that contains an error.

* **A** The bull lost her way in the storm.
B Mrs. Jones put her money in the safe.
C Mark guided his canoe to the edge of the waterfall.
D Jake and Ed put on their hats when they went outside.

4 Choose the correct word to complete the sentence.

The citizens at the meeting expressed _____ opinions articulately.

A its
B his
C they
* **D** their

5 Choose the sentence in which the underlined word is an error.

A Neither Bob nor Joe remembered to bring <u>his</u> notes.

B The singers spent long hours coordinating <u>their</u> outfits.

* C Every dog in the show is wearing <u>their</u> own personalized collar.

D Both Mary and Sharon are taking <u>their</u> gym bags to class.

STANDARD I: The student will recognize correct grammar and usage.

OBJECTIVE

5. Identify incorrect shifts in verb tense.

ELIGIBLE CONTENT

- Verb shifts within sentences.
- Verb shifts within paragraphs.
- All tenses.

SAMPLE ITEMS

1 Choose the sentence that is written correctly.

A A new courthouse was built where the old hotel was.

B Laura had hoped to have seen Mark on her trip to Tallahassee.

* **C** When Daniel had been walking for a year, his parents bought him a tricycle.

D By the time John is graduated from high school, Daphne had taught for five years.

2 Choose the sentence that contains an error.

A We hope this will be a good party.

B We hope everything will turn out well.

* **C** We hope you will have enjoyed the movie.

D We hope the program will prove entertaining.

3 Read the paragraph. Find the sentence that contains an incorrect shift in tense.

(1) Ellen walked up to the door with her books in her arms and knocked softly. **(2)** A blue-eyed woman opens the door and asks her what she wants. **(3)** Ellen told her that she had come over to study with Janice. **(4)** The woman invited her in and told her that Janice would be back soon.

A Sentence 1

* **B** Sentence 2

C Sentence 3

D Sentence 4

4 Read the paragraph. Find the sentence that contains an inappropriate shift in tense.

(1) Barbie and Dan had received their tickets in the mail. **(2)** They have called Joan and Alan about the concert. **(3)** They will meet at the high school parking lot. **(4)** From there, they will take the bus to the stadium.

* **A** Sentence 1

B Sentence 2

C Sentence 3

D Sentence 4

STANDARD I: The student will recognize correct grammar and usage.

OBJECTIVE

6. Identify correct pronoun case.

ELIGIBLE CONTENT

- Nominative, objective, possessive case. (Note: Pronoun case may include reflexive pronouns.)
- Contractions.
- Misspellings such as "our's" and "her's."

SAMPLE ITEMS

1 Choose the sentence that is written correctly.

A Both Jim and me noticed the mistake.

B When are you and him coming to see me?

C Marilyn and me were elected to the student council.

*** D** Our family and they have known each other for years.

2 Choose the sentence that contains an error.

A Is that painting in the gallery yours?

B Beth prides herself on always being neatly dressed.

C Because the children had no toys, we decided to share ours.

*** D** If you have watched the Atlanta Braves, you have seen baseball at it's best.

3 Choose the sentence in which the underlined word is correct.

A Each of them worked long hours in <u>their</u> jobs.

B Brenda and <u>her</u> are coming over tonight to rehearse.

C I found Mark and <u>he</u> waiting for me at the other entrance.

*** D** If every team member plays <u>her</u> best game, we should win easily.

4 Choose the sentence in which the underlined word is an error.

A Either Kim or Mary forgot to make <u>her</u> lunch.

*** B** The painters brought <u>her</u> own brushes in the truck.

C Every boy on the soccer team remembered <u>his</u> shoes.

D Both Linda and Terri are putting <u>their</u> magazines under the bed.

5 Choose the correct word to complete the sentence.

Tammy and _____ were elected to the student council.

A me

*** B** I

C them

D myself

STANDARD I: The student will recognize correct grammar and usage.

OBJECTIVE

7. Identify effective use of voice.

ELIGIBLE CONTENT

- Active voice.
- Passive voice.

Note: Active verbs preferred over passive.

SAMPLE ITEMS

1 Choose the sentence written in the active voice.

A A nap is being taken by the dog.

* **B** In the morning, I will cook breakfast.

C Many were struck by the honesty in the poem.

D The campaign for governor was run by Janet Smith.

2 Identify the sentence that is written in the passive voice.

A Jason toured Europe with a national boys' choir.

B Jamie recruited seven students to work in the art gallery.

* **C** John H. Jones, noted author, was recognized by an alert fan.

D David is studying computer-assisted drafting at the technical school.

3 Choose the sentence that is written in the active voice.

A Her coat was left in the cabin overnight.

B The janitor will be missed by the teachers.

* **C** At 0°C, the water freezes on the lake.

D A smile was noticed on Mr. Gray's usually stern face.

4 Select the sentence that is written in the passive voice.

A The key ring also held a small flashlight.

B The ancient clock chimed only at midnight.

C The lamp turned on when she clapped her hands.

* **D** The telephone was designed to look like a sports car.

5 Identify the sentence that is written in the active voice.

* **A** My aunt gave me a sweater.

B I was given a sweater by my aunt.

C A sweater was given me by my aunt.

D A sweater was given by my aunt to me.

STANDARD I: The student will recognize correct grammar and usage.

OBJECTIVE

8. Determine correct placement of modifiers.

ELIGIBLE CONTENT

- Dangling participles.
- Misplaced participles.

Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs (adjectival and adverbial phrases and clauses); or verbals.

SAMPLE ITEMS

1 Choose the sentence that is written correctly.

A The chirping of the crickets kept us awake camping by the riverbank.

*** B** Looking for a way out of the traffic jam, he spotted an open alley.

C Dedicated to completing the job on time, the rain didn't keep him from laying the bricks.

D Preparing for a career in medical research, biology and chemistry are his majors in college.

2 Choose the sentence that contains an error.

A Leaving the dinner dishes in the sink, we went out to a movie.

B Working on my paper until 1:00 a.m., I didn't get enough sleep last night.

C Throwing the baton high into the air, the majorette impressed the crowd.

*** D** Speeding across the finish line, the sports announcer praised the race car driver.

3 Choose the sentence in which *almost* is used most appropriately.

*** A** We almost drove to Cypress Park, but our car would not start.

B We drove almost to Cypress Park, but our car would not start.

C We drove to Cypress Park, but almost our car would not start.

D We drove to Cypress Park, but our car would not almost start.

4 Choose the sentence in which the underlined word is an error.

A With his foot tapping, Russell listened <u>attentively</u> to the music.

B As the band played into the night, the couples danced <u>continuously</u>

C When the music <u>gradually</u> wound down, the crowd dispersed.

*** D** After <u>eventually</u> all the people had left, the dance floor was quiet.

5 Choose the sentence in which *quite* is used most appropriately.

* **A** We were quite upset about the long delay before our bus arrived.

B We were upset quite about the long delay before our bus arrived.

C We were upset about the long delay quite before our bus arrived.

D We were upset about the long delay before our quite bus arrived.

STANDARD I: The student will recognize correct grammar and usage.

OBJECTIVE

9. Identify correct usage of commonly confused words.

ELIGIBLE CONTENT

- Words that sound alike but have different meanings.
- Words that are frequently confused although not pronounced alike.
- Words that are commonly misused.

SAMPLE ITEMS

1 Choose the sentence in which *already* is used correctly.

* **A** They have already called her number four times.

B The team was already to get on the bus for the game.

C I thought they were already for the dance before I arrived.

D The band members were already to march out on the field.

2 Read the definition. Then choose the sentence in which the underlined word has the meaning given in the definition.

Definition: the seat of government

A Have you ever visited the Capitol?

* **B** Bismarck is the capital of North Dakota.

C The defendant had committed a capital crime.

D When he stood on the steps of the capital, he felt proud.

3 Choose the sentence that contains an error.

A I can give you two good reasons for being late.

B If I lose my homework, I'll have to do it again.

C Brushing your teeth is an everyday experience.

* **D** He is taller then anyone else in his entire family.

4 Choose the sentence that is written correctly.

* **A** I've already had too much ice cream today.

B I sincerely hope you didn't loose your keys.

C She stepped on a pebble and injured her heal.

D In the summertime many teens become board.

5 Choose the sentence in which the underlined word is an error.

A The principal export of Brazil is coffee.

B Mrs. Tanner is a woman of high principles.

C His argument was based on sound principles.

* **D** The principle of our school is leaving to go to a larger school.

6 Choose the sentence in which the underlined word is correct.

A The Mayor appointed him a member of the City Counsel.

* **B** The new rule has effected a change in everyone's behavior.

C She bought a box of stationary at the office supply store.

D The crew was complemented for its efficiency by the director.

STANDARD II: The student will demonstrate appropriate word choice.

OBJECTIVE

1. Use words that create clarity, precision, and vivid description.

ELIGIBLE CONTENT

- Action verbs, not linking verbs.
- Specific terms, not general or vague.
- Clear, precise, vivid language.

Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.

SAMPLE ITEMS

1 Choose the BEST way to rewrite the underlined part of the sentence.

The architect designed plans to build a <u>new stadium that is to be constructed</u> at the new high school.

* **A** stadium

B stadium being built

C new stadium to be constructed

D stadium that is to be constructed

2 Choose the BEST way to rewrite the underlined part of the sentence.

<u>As soon as winter comes</u>, they'll go skiing in the mountains.

* **A** Next winter

B During the winter

C After the winter snow is falling

D Because the snow falls in winter

3 Choose the BEST word or words to make the sentence clear and precise.

The _____waves made swimming dangerous.

A big

* **B** ten-foot

C powerful

D mountainous

4 All four sentences express the same idea. Choose the sentence that expresses the idea most vividly.

A The hawk flew into the sky.

B The hawk rode a current higher and higher.

C The red-winged hawk flew quickly upward.

* **D** The red-winged hawk, riding a thermal current, soared out of sight.

5 All four sentences express the same idea. Choose the sentence that expresses the idea most vividly.

A The skater cried out as she fell on the ice and hit her knee.

* B The skater screamed in pain when her knee hit the rock-hard ice.

C The skater called out when she was skating and her knee got hurt.

D The skater yelled when she landed on her knee while she was skating.

6 All four sentences express the same idea. Choose the sentence that expresses the idea most precisely.

A The West is a place to study coyotes.

B The West is a good place to study things.

* C A trip to the West can help a person learn about coyotes.

D A trip to the West is a way a person can learn about them.

STANDARD II: The student will demonstrate appropriate word choice.

OBJECTIVE

2. Use formal and informal language appropriately.

ELIGIBLE CONTENT

- Informal language.
- Formal language. (Note: Formal language should avoid slang, contractions, second person, and jargon.)

SAMPLE ITEMS

1 Choose the sentence that would be appropriate in a letter to a friend but NOT appropriate in a formal report.

A Most of them live in water, but a few species make their home on land.

B More than four thousand different types of crabs exist around the world.

* **C** This is cool because crab claws are a favorite food of everyone I know.

D Depending on a crab's habitat, the size of its claw can vary considerably.

2 Read the following paragraph from a formal report. Choose the sentence in which the language is inappropriate.

(1) In a nuclear reaction, changes occur in the nucleus, or center, of an atom. **(2)** When two nuclei join in a nuclear reaction, the nucleus of a larger atom forms. **(3)** In this process that we call nuclear fusion, lots and lots of energy is released. **(4)** A high temperature and extreme pressure are necessary for nuclear fusion to occur.

A Sentence 1

B Sentence 2

* **C** Sentence 3

D Sentence 4

3 Choose the sentence that would be most appropriate in a formal paper.

A Jellyfish are a kind of simple animal with two layers of cells and jelly stuff in between.

* B Jellyfish are simple animals with two layers of cells having a jelly-like substance between them.

C If you look carefully at jellyfish, you'll find two layers of cells with jelly in between.

D Jellyfish are these simple animals with two layers of cells with a jelly substance between them.

4 Choose the sentence that is appropriate in a research paper.

A Nebulae perform like magicians to turn stardust into human beings.

* B Nebulae are vast clouds of gas where stars are forming.

C Nebulae may look like seashells, turtles, even butterflies.

D Nebulae can be some of the most beautiful objects in the universe.

5 Identify the sentence that would be inappropriate for a formal course catalog.

A Insect relationships to habitats are recorded and interpreted.

B An introduction to the ethnic diversity of American literature is presented.

C Principles and techniques of field measurement for grasslands, shrublands, and woodlands are explained.

* D An in-depth exploration of history, technique, and everything you need to know about filmmaking is offered.

STANDARD III: The student will recognize correct sentence structure.

OBJECTIVE

1. Correct run-on sentences, sentence fragments, and comma splices.

ELIGIBLE CONTENT

None specified.

SAMPLE ITEMS

1 Choose the answer that is a correct and complete sentence.

* **A** Employers look for certain qualities.
B Daniel, a very absent-minded friend of mine.
C Tornadoes cause great damage, floods do also.
D Exiting the interstate and taking a left at the first light.

2 Choose the sentence that is written incorrectly.

A She sprinkled cheese all over the casserole.
B Who sprinkled cheese all over the casserole?
C On the casserole is the cheese that she sprinkled.
* **D** The cheese that she sprinkled all over the casserole.

3 Choose the sentence that is written incorrectly.

A My mother was in charge of the Cub Scouts that year.
B That year, my mother was in charge of the Cub Scouts.
* **C** The Cub Scouts that my mother was in charge of that year.
D These are the Cub Scouts that my mother was in charge of that year.

4 Choose the answer that is a run-on sentence.

A For the package of school pictures, she wrote a check.
* **B** She paid for the package of pictures she wrote a check.
C She wrote a check to pay for the package of school pictures.
D To pay for the package of school pictures, she wrote a check.

5 Choose the answer that is a sentence fragment.

A Ancient palaces line the Grand Canal, the major thoroughfare of the city of Venice.

B Lined with ancient palaces, the Grand Canal is the major thoroughfare of the city of Venice.

* C The city of Venice's main thoroughfare, the Grand Canal, which is lined with ancient palaces.

D The major thoroughfare of the city of Venice, the Grand Canal, is lined with ancient palaces.

6 Choose the answer that is a complete sentence.

* A Ready or not, the rains would come and the roof would need repairing.

B Whether ready or not, when the rains came and the roof needed repairing.

C The rains that would come and the roof that would need repairing, ready or not.

D That the roof needed repairing when the rains came, whether ready or not.

7 Choose the sentence that is written correctly.

A To provide living quarters for seven when completed, the International Space Station extending longer than a football field.

B Living quarters for seven provided by the International Space Station, which is longer than a football field when completed.

C The International Space Station, being longer than a football field and providing living quarters for seven when completed.

* D When completed, the International Space Station, longer than a football field, will provide living quarters for seven.

STANDARD III: The student will recognize correct sentence structure.

OBJECTIVE

2. Correct sentences that lack internal parallelism.

ELIGIBLE CONTENT

- Correlative conjunctions immediately before the parallel terms.
- Parallel grammatical form of words, phrases, and clauses in series.

SAMPLE ITEMS

1 Choose the sentence that has parallel structure.

* **A** He came, he saw, and he received.

B He came to get information and conducting interviews.

C He came; he started to ask; he was not sure what he needed.

D He came, he inspected, and he receives information immediately.

2 Choose the correct words to complete the sentence.

The service club was recognized for working with the city's youth, cleaning up the city parks, and _____.

A to visit nursing homes

* **B** visiting nursing homes

C for visiting nursing homes

D they visited nursing homes

3 Choose the sentence that lacks parallel structure.

A Worthy goals are to design, to execute, and to write as Clark does.

B Students are advised to observe how Clark designs, executes, and writes.

* **C** Clark was good at designing, carrying out experiments, and to write well too.

D Clark was competent at designing the experiment, executing the plan, and writing the report.

4 Choose the words that best illustrate parallel structure.

When setting a table for dinner, I must remember placemats, napkins, _____.

* **A** utensils, and water

B candles, and lighting them

C and to make everything look neat

D and asking people what they want to drink

5 Choose the sentence that has correct parallel structure.

A She was a fine painter and also played tennis like an expert.

B She painted well and also was an expert tennis player.

* C She was a fine painter and an expert tennis player.

D She played an expert game of tennis and was a fine painter as well.

6 Choose the sentence with parallel structure.

A Her reasons were that first, the colors did not match, and second, they were far too bright.

B Her reasons were first, that the colors did not match, and that second, they were far too bright.

* C Her reasons were first, the colors did not match, and second, they were far too bright.

D Her reasons were that the colors did not match first, and second, they were far too bright.

STANDARD IV: The student will use correct capitalization and punctuation.

OBJECTIVE

1. Demonstrate correct use of capitalization.

ELIGIBLE CONTENT

- Direct quotations, including complete sentences and broken quotations.
- Proper nouns and proper adjectives.
- Titles.

SAMPLE ITEMS

1 Look at the underlined part of the sentence. Choose the answer that shows the correct capitalization for that part.

After she finishes <u>lake swan junior high school</u>, my sister will be attending high school with me.

A Lake Swan junior high school

B lake Swan Junior High School

* **C** Lake Swan Junior High School

D Correct as it is

2 Choose the sentence in which ALL the capitalization is correct.

* **A** The senior class invited the junior class to a cookout at the park.

B Two Alabama Counties, Mobile and Baldwin, are bordered by the gulf of Mexico.

C The Amazon River in South America is the longest river in the western hemisphere.

D The seniors have read poetry of the Neoclassical Era in their english literature classes.

3 Read the sentence. Find the word that needs a capital letter.

The group of teachers, scientists, and county officials met for a conference at the chinese restaurant.

A county

B conference

* **C** chinese

D Correct as it is

4 Choose the sentence in which all capitalization is correct.

A All of Ellen's relatives yelled at once, "surprise!"

B "Ellen," her mother said. "You are officially old enough to drive."

* **C** Ellen closed her eyes as her younger sister yelled, "Make a wish!"

D "Can anyone guess what I wished for?" Asked Ellen.

STANDARD IV: The student will use correct capitalization and punctuation.

OBJECTIVE

2. Demonstrate correct use of commas.

ELIGIBLE CONTENT

- Items in a series.
- Direct address, appositives, and parenthetical expressions.
- Conventional uses.
- After introductory adverbial clauses.
- With quotation marks.
- Before coordinating conjunction in compound sentences consisting of two long independent clauses.

SAMPLE ITEMS

1 Choose the sentence that is punctuated correctly.

A My sister a registered nurse has attended many seminars.

B My sister, a registered nurse has attended many seminars.

C My sister a registered nurse, has attended many seminars.

*** D** My sister, a registered nurse, has attended many seminars.

2 Choose the sentence in which the comma is used correctly.

A As we strolled, slowly down the walkways in the formal garden we noticed countless tulips and daffodils.

B As we strolled slowly, down the walkways, in the formal garden we noticed countless tulips and daffodils.

*** C** As we strolled slowly down the walkways in the formal garden, we noticed countless tulips and daffodils.

D As we strolled slowly down the walkways in the formal garden we noticed countless tulips, and daffodils.

3 Identify the sentence that contains an error in punctuation.

A We have plenty of broccoli left over.

B May I serve you some more broccoli?

* C Mother will you have some more broccoli?

D Yes, I would like some more broccoli.

4 Look at the underlined sentence part. Choose the answer that shows the correct punctuation for that part.

After we had finished <u>lunch we</u> headed back to our classrooms.

A lunch; we

* B lunch, we

C lunch: we

D Correct as it is

5 Look at the underlined sentence part. Choose the answer that shows the correct punctuation for that part.

Although she could not make out the <u>words Mrs. Strain</u> was certain that she had heard two male voices.

* A words, Mrs. Strain

B words; Mrs. Strain

C words: Mrs. Strain

D Correct as it is

STANDARD IV: The student will use correct capitalization and punctuation.

OBJECTIVE

3. Demonstrate correct use of a semicolon and a colon.

ELIGIBLE CONTENT

- Semicolon to separate elements in a series in which one element in the series is already separated by commas.
- Semicolon in a compound sentence with no conjunction.
- Semicolon before a conjunctive adverb.
- Colon to introduce a list within a sentence.

SAMPLE ITEMS

1 Identify the sentence with incorrect punctuation.

A If I were hungry, I would eat; however, I am still full from breakfast.

*** B** In descending order, my favorite meals would be; breakfast, dinner, midnight snack, and lunch.

C Some of the most useful sections come at the end of a textbook: index, glossary, bibliography, and appendix.

D Many sentences have a subject, either expressed or understood; a predicate, either transitive or intransitive; and a direct object, unless the verb is intransitive.

2 Choose the sentence that is punctuated correctly.

A Igloos are used as homes on the ice; also hunting shelters.

B The Statue of Liberty was designed by Frederic Bartholdi; a French sculptor.

C The pulmonary artery, the superior vena cava, and the aorta: are three of the large blood vessels of the heart.

*** D** We collected many items for the hurricane victims: bottled water, blankets, canned food, batteries, and medical supplies.

3 Look at the underlined part of the sentence. Choose the answer that shows the correct punctuation for that part.

As I traveled through England, I saw many wonderful <u>sights: soaring</u> cathedral spires, ancient ruins, and magnificent castles.

A sights; soaring

B sights, soaring

C sights. Soaring

* D Correct as it is

4 Choose the sentence in which the semicolon (;) is used correctly.

A The restaurant serves fish, chicken; and steak, you may order any of them grilled, blackened, or fried.

* B The restaurant serves fish, chicken, and steak; you may order any of them grilled, blackened, or fried.

C The restaurant serves fish, chicken, and steak you may order any of them grilled; blackened, or fried.

D The restaurant serves fish, chicken, and steak you may order any of them grilled, blackened; or fried.

5 Choose the sentence in which the colon (:) is used correctly.

A Crystals are made almost completely of carbon: and they typically have eight faces.

* B The students presented reports on five mammals: dolphins, kangaroos, squirrels, bats, and wolves.

C Patrick Henry: distinguished statesman, lawyer, and orator lived during the time of America's Revolutionary War.

D Polar bears have a thick layer of fat beneath their skin to insulate them from cold, water, snow, and ice: called blubber.

6 Choose the sentence in which the semicolon (;) is used correctly.

A So-called "quantitative" mutual funds; by using very powerful computers can analyze thousands of companies in minutes searching for the right combination of risk and reward true believers think "quants" may someday replace human portfolio managers completely.

B So-called "quantitative" mutual funds by using very powerful computers; can analyze thousands of companies in minutes searching for the right combination of risk and reward true believers think "quants" may someday replace human portfolio managers completely.

C So-called "quantitative" mutual funds by using very powerful computers can analyze thousands of companies in minutes; searching for the right combination of risk and reward true believers think "quants" may someday replace human portfolio managers completely.

* D So-called "quantitative" mutual funds by using very powerful computers can analyze thousands of companies in minutes searching for the right combination of risk and reward; true believers think "quants" may someday replace human portfolio managers completely.

STANDARD IV: The student will use correct capitalization and punctuation.

OBJECTIVE

4. Demonstrate correct use of quotation marks and underlining.

ELIGIBLE CONTENT

- Quotation marks in direct quotations, including broken quotations.
- Quotation marks to indicate titles.
- Underlining to indicate titles.

SAMPLE ITEMS

1 Choose the sentence in which quotation marks are used correctly.

* **A** "Do you like to walk on the beach?" asked Beth.

B "I enjoy both activities very much, answered Nancy."

C Carol asked "whether she preferred swimming or sunning."

D Laura reported "that she always enjoyed spending several days at the beach."

2 Choose the sentence in which underlining is used correctly.

A Listening to Jim Chappell play the song Lullaby will quiet even the most active person.

B The poem Requiem by Robert Louis Stevenson contains the epitaph he chose for himself.

* **C** The best known of the novels by James Fenimore Cooper is The Last of the Mohicans.

D Grandfather's Old Ram is a chapter from one of his books that Mark Twain frequently used in platform reading.

3 Choose the sentence that is written correctly.

A Chapter 14, The Playground, brings the plot to a climax.

B Our teacher assigned the short story Tonio Kroeger for us to read by Friday.

C Gloria wanted to read In the Red Pines, a poem about redwood trees written by a naturalist.

* D It was almost time for their favorite television program, The Simons of Barclay Lane, which the Tumarelli family watched every Friday.

4 Choose the sentence that is punctuated correctly.

A "Sarah," asked Mr. Lopez, have you found your dog?

* B "Sarah," asked Mr. Lopez, "have you found your dog?"

C "Sarah, asked Mr. Lopez, have you found your dog?"

D Sarah, asked Mr. Lopez, "have you found your dog?"

5 Choose the sentence that contains an error in the use of quotation marks.

* A We subscribe to "Time" and "Scientific American."

B I enjoy L. M. Boyd's "Grab Bag" column in Sunday's newspaper.

C Alice Adam's short story "Tide Pools" appeared in The New Yorker, December 16, 1985.

D I was reading Chapter 3, "Sunday at the Museum," when I realized who the murderer had to be.

6 Choose the sentence in which the underlining is used incorrectly.

A His favorite motion picture is Gone With the Wind.

B I am reading Timebends, the autobiography of Arthur Miller.

* C She read us a Dorothy Parker poem called The Satin Dress.

D My report is on Franny and Zooey, the J. D. Salinger novel.

STANDARD IV: The student will use correct capitalization and punctuation.

OBJECTIVE

5. Demonstrate correct use of the apostrophe.

ELIGIBLE CONTENT

- Possessive of singular nouns.
- Possessive of plural nouns.
- Possessive of compound nouns.
- Contractions.

SAMPLE ITEMS

1 Choose the sentence in which the apostrophe is used correctly.

A The lost books turned up in Bessies' locker.

*** B** After a hard day's work, we decided to go to bed early.

C The effect of the storms' on the town could be felt for years.

D Henrys' car handled the curves easily as we climbed higher into the mountains.

2 Choose the sentence that contains an error in the use of the apostrophe.

A She must get up because it's time to go to school.

B Janet's and Elizabeth's new skirts are both the color of milk chocolate.

*** C** Several traveler's passports were returned to the airport security office.

D A remarkable similarity has been found among children's games throughout the world.

3 Choose the sentence in which the apostrophe is used correctly.

A A pelicans' beak can hold a fairly large fish.

* B Mother's planning to go with me to the awards banquet.

C We stood for several minutes watching the cloud's float by.

D The history test will cover the major event's of the revolution.

4 Choose the sentence in which the apostrophe is used correctly.

A One of the tires' on the bikes was low on air.

B Today in science we studied the rings' around Saturn.

C The glow of the light's could be seen for several miles outside the city.

* D When the quarterback returned to the huddle, he outlined the team's next play.

5 Read the paragraph. Choose the line in which an apostrophe is needed.

Line 1 Many farmers use huge diesel tractors
Line 2 to pull breaking plows and disks.
Line 3 The tractors engines can deliver
Line 4 in excess of 500 horsepower.

A Line 1

B Line 2

* C Line 3

D Line 4

STANDARD V: The student will use appropriate organizational skills for writing/revising.

OBJECTIVE

1. Determine logical progression and completeness of paragraphs.

ELIGIBLE CONTENT

- Introductory sentences.
- Concluding sentences.
- Sequence of events or details.
- Transitional words.
- Irrelevant and/or redundant sentences.

SAMPLE ITEMS

1 Read the paragraph. Choose the sentence that BEST fits the blank in the paragraph.

_____. These gentle mammals look very much like walruses. They are now an endangered species with fewer than 3,000 in existence. Conservationists are working hard to combat boating accidents, overdevelopment, and diseases that threaten the manatee.

* **A** For hundreds of years, warm coastal waters have supported manatees.

B Three marine centers operate hospitals that treat medical problems of manatees.

C Researchers are now better able to treat manatees that have been poisoned by red tides.

D Approximately thirty percent of manatee deaths result from encounters with human beings.

2 Read the paragraph. Choose the sentence that BEST fills in the blank in the paragraph.

The history of wigs began in ancient times with the Egyptians, Romans, and Greeks. In the 1600s and 1700s, popular wigs were large and expensive. _____. Today many types of wigs made of either real or synthetic hair are available, and they range in style from a full hairdo to a partial hairpiece.

A Unfortunately, they often attracted mice and insects.

* **B** They were made of real hair and were often covered with white powder.

C After going completely bald from smallpox in 1562, Queen Elizabeth I always wore a wig.

D In 1795 England imposed a tax on hair powder, and, as a result, wigs became less popular.

3 Read the paragraph. Choose the sentence that does NOT belong in the paragraph.

(1) Acapulco is one of the most popular winter resorts in North America. **(2)** It lies on a beautiful bay 265 miles southwest of Mexico City. **(3)** Most Mexicans like to vacation in Europe. **(4)** The fine resort hotels, the sparkling water, and the hospitality of the inhabitants make Acapulco a wonderful vacation spot.

A Sentence 1

B Sentence 2

* C Sentence 3

D Sentence 4

4 Read the paragraph. Choose the sentence that does NOT belong in the paragraph.

(1) As humans consume more and more oil, new sources must be found. **(2)** Oil hunters sink their wells when they see signs of oil, but the wells often turn up dry. **(3)** Companies must continue drilling even though each well costs thousands of dollars. **(4)** Coal is another source of fuel.

A Sentence 1

B Sentence 2

C Sentence 3

* D Sentence 4

5 Read the paragraph. Choose the sentence that would be the BEST concluding sentence.

When four-year-old Pat Moldow went to the Grand Canyon, she noticed many people taking pictures and immediately asked her parents for a camera. In the 20 years since then, she has traveled to five continents taking pictures._____.

A Careers are often established through significant childhood experiences.

B Parents should think about what influence they have on their four-year-old children.

* C Her photographs have won many first-place prizes and have been published in major magazines.

D Portrait photography captures some people, and they never lose the desire to take pictures wherever they go.

6 Read the sentence. Choose the transitional word or words that BEST fit the blank.

More than ninety people applied for this job; _____, there has been a delay in selecting someone for the position.

* A as a result

B furthermore

C for example

D on the other hand

BEST COPY AVAILABLE

7 Read the sentence. Choose the transitional word or words that BEST fit the blank.

Everyone on the team ran five miles; _____, we lifted weights for thirty minutes.

A however

B therefore

* **C** in addition

D in other words

8 Read the four sentences. Then choose the answer that shows the BEST order for the sentences.

1. They used a small, straight bone called a "bone gorge."
2. They tied a line to the middle of the "bone gorge," and then they baited it.
3. Native Americans made fishhooks out of bones from birds.
4. When a fish swallowed the bone, the line was jerked and the fish was caught.

A 1-2-3-4

* **B** 3-1-2-4

C 3-1-4-2

D 2-4-3-1

9 Read the four sentences. Then choose the answer that shows the BEST order for the sentences.

1. Peanuts grow and mature underground.
2. Blooms appear along the stems of the plant.
3. The peanut plant produces its fruit in an unusual way.
4. The blooms produce tendrils that grow downward into the soil.

A 4-1-2-3

* **B** 3-2-4-1

C 3-1-2-4

D 2-4-1-3

F. ITEM SPECIFICATIONS: READING COMPREHENSION

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INTRODUCTION

This bulletin provides specific information about the *Alabama High School Graduation Exam,* Third Edition (AHSGE). Educators representing each state school board district as well as both city and county school systems served on the committees that determined the standards and objectives; determined the eligible content for the test; and reviewed, revised, and approved the actual items.

The standards and objectives for the AHSGE are also found in *Standards and Objectives* (*Reading Comprehension, Language, Mathematics, and Science*) *for the Alabama High School Graduation Exam,* Bulletin 1997, No. 16, and *Standards and Objectives* (*Social Studies*) *for the Alabama High School Graduation Exam,* Bulletin 1998, No. 13. The standards and objectives for reading are specifically referenced in this document.

Teachers must be familiar with this document if they teach content that relates to the objectives measured on the graduation exam in the middle grades or in the high school grades. Further, teachers must use this document in focusing instruction for students who have demonstrated weaknesses on objectives measured on the pre-graduation examination and the AHSGE.

An item specification has a distinct purpose and provides essential information concerning the testing of an objective. Item specifications for reading will follow this order:

STANDARD	Broad area of content to be assessed
OBJECTIVE	Specific skill within a standard to be assessed
ELIGIBLE CONTENT	Clarification and elaboration of an objective (where applicable)
SAMPLE ITEMS	Item formats to test each objective

The sample items in this bulletin will **not** be found on the pre-graduation examination or the AHSGE. The number of sample items in this bulletin does not necessarily reflect the weight of the content on the test. In order to identify the weight of the content, the following chart shows the number of items for each reading objective.

OBJECTIVES		NUMBER OF ITEMS
I-1	Identify supporting details	6
I-2	Determine sequence of events	6
I-3	Follow directions	6
II-1	Identify main idea	6
II-2	Draw conclusions	6
II-3	Determine cause and effect	6
II-4	Propaganda; Fact from opinion	6
II-5	Recognize summary statements	6
III-1	Recognize logic and arguments	6
III-2	Analyze literary elements	6
III-3	Understand figurative language	6
IV-1	Determine meaning of words	6
IV-2	Preview, predict	6 items combined
IV-3	Discern organizational patterns	
IV-4	Demonstrate reference material usage	6
	TOTAL	84

Educators from each state school board district as well as both city and county school systems served on a committee to select appropriate reading passages to be included on the reading comprehension test. The committee members considered passages individually in order to determine their appropriateness. Some of the criteria used to judge each passage included length, difficulty level, interest level, age appropriateness, and appropriateness for students of special populations.

Most passages have been taken from authentic sources. Some have been edited to avoid possible bias or for reasons of length or appropriateness. Reading passages on the AHSGE may be broadly categorized as these three text types:

Textual materials generally read for information, such as charts, graphs, encyclopedias, news magazines, essays, lab manuals, and material found in textbooks.

Recreational materials generally read for pleasure, such as magazines, poetry, novels, and short stories.

Functional materials generally read for a precise action, such as directions, maps, schedules (television, bus), menus (computer, restaurant), catalogues, instructions, and other material generally encountered in everyday life beyond the classroom.

On each reading test, approximately half the reading passages are textual; the other half of the test is split between recreational and functional reading materials. The passages may range in length from a single page to three pages, with a total of 12–14 passages on each reading test. Each reading passage measures more than one objective.

PASSAGES

WITH ITEMS

Read the following article and poem and answer Numbers 1 through 9. You may look back at the article and poem as often as you like.

Dorothy Parker

more than just a wit

by Lisa Burdige

Dorothy Parker was famous for saying what was on her mind. In fact, her biting, clever jibes are the stuff of literary legend. But Parker was more than just a wit; she was an acclaimed poet, short-story writer, journalist, and screenwriter whose 28 films included *A Star Is Born*. She was also the brightest light of the Algonquin Round Table, an assemblage of writers who met every day at the Algonquin Hotel in New York City from 1919 into the forties, and did much to shape American popular culture.

Little is known about Dorothy Parker's early life. She was born Dorothy Rothschild in 1893. Her mother died in Dorothy's infancy, and Dorothy was raised in New York City, where she attended a Catholic convent school. She later said the only thing school taught her was that "if you spit on a pencil eraser, it will erase ink." Left without an income when her father died, the twenty-year-old Parker began her career, first as a copywriter for *Vogue* then, one year later, as drama critic for *Vanity Fair*. For four years she brought her distinctive brand of biting wit to her reviews. For example, of Katherine Hepburn's performance in a Broadway play, she wrote, "Ms. Hepburn ran the whole gamut of emotions from A to B."

Parker's stories, however, show another side of the writer. "Dear God," she wrote in a letter to a friend, "please make me stop writing like a woman." For Parker, "writing like a woman" meant scrutinizing the foibles and, often, the falsity of romance. Her accomplished, pained tales of love and betrayal are very different from her hard-edged public persona.

Over the span of her career, Parker wrote 51 short stories, 4 volumes of verse, several volumes of nonfiction and essays, a detective novel, 28 screenplays, and several plays. She received the O. Henry Award for her story "Big Blonde" in 1929. Harold Ross, founder of *The New Yorker* magazine, credited Parker with the creation of *The New Yorker* short story, though Parker herself denied that such a genre existed. Throughout her career, Parker was esteemed as a writer of sophistication, skill, and insight, but by the end of her life, she had almost disappeared from public view.

After the death of Alan Campbell[1] in 1963, Parker told a friend, "I'm seventy and feel ninety. If I had any decency, I'd be dead. Most of my friends are." She died in 1967 at the age of seventy-four. Willing to pun at anyone's expense, including her own, she had written the epitaph for her own tombstone, which reads, "Excuse my dust."

---

[1] Parker was married to Alan Campbell but kept the name of her first husband.

Excerpt from "Dorothy Parker: More Than Just a Wit" by Lisa Burdige from *Literary Cavalcade*'s April 1995 issue, copyright © 1995 by Scholastic, Inc. Used by permission of Scholastic, Inc.

Now read one of Dorothy Parker's poems, "One Perfect Rose."

ONE PERFECT ROSE

by Dorothy Parker

A single flow'r he sent me, since we met.
All tenderly his messenger he chose;
Deep-hearted, pure, with scented dew still wet—
One perfect rose.

I knew the language of the floweret;
"My fragile leaves," it said, "his heart enclose."
Love long has taken for his amulet[2]
One perfect rose.

Why is it no one ever sent me yet
One perfect limousine, do you suppose?
Ah no, it's always just my luck to get
One perfect rose.

[2] **amulet:** an object worn as a charm

1 The main idea of this article is that Dorothy Parker

A lost her sense of humor at the end of her life.

B is best known for her screenplay *A Star Is Born.*

C often wished that she could write without using humor.

D is famous for both her wit and her insightful tales of love.

2 How did Dorothy Parker begin her career as a writer?

A as a copywriter for *Vogue*

B as a student at convent school

C as a drama critic for *Vanity Fair*

D as a member of the Algonquin Round Table

3 When Dorothy Parker wrote, "Dear God, please make me stop writing like a woman," she meant she would rather write

A with a masculine style.

B without using her wit.

C about something she knows.

D about something other than romantic love.

4 What can the reader conclude about Dorothy Parker's time in school?

A She learned many practical skills.

B She cared little about her education.

C She wrote many humorous essays that got her in trouble.

D She learned everything she needed to know to become a great writer.

"One Perfect Rose" by Dorothy Parker, copyright © 1926, renewed © 1954 by Dorothy Parker, from *The Portable Dorothy Parker* by Dorothy Parker. Used by permission of Viking Penguin, a division of Penguin Putnam, Inc.

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5 What is the theme of the poem?

A Love will last no matter what gifts are given.

B Women desire more than symbolism in a gift.

C Love should be shown through inexpensive gifts.

D Women know a single rose is a better gift than jewelry.

6 What is the tone of the poem?

A angry

B ironic

C tender

D dramatic

7 Who or what is the messenger in the line, "All tenderly his messenger he chose"?

A flower

B limousine

C amulet

D heart

8 Which part of the poem demonstrates Dorothy Parker's wit?

A "A single flow'r he sent me, since we met."

B "Deep-hearted, pure, with scented dew still wet—"

C "Love long has taken for his amulet/One perfect rose."

D "Why is it no one ever sent me yet/One perfect limousine?"

9 What can the reader conclude from the poem about Dorothy Parker's attitude toward roses?

A She appreciates roses as examples of perfection.

B She believes roses symbolize a romantic relationship.

C She thinks roses are a poor substitute for time spent traveling.

D She feels roses are fine but she would like something more substantial.

Read the following newspaper column and answer Numbers 1 through 7. You may look back at the newspaper column as often as you like.

In and of Ourselves We Trust

by Andy Rooney

"In and of Ourselves We Trust" was one of Rooney's syndicated columns. Rooney's piece uses one simple example to illustrate a generality. He draws from it a far-reaching set of conclusions: that we have a "contract" with each other to stop for red lights—and further, that our whole system of trust depends on everyone doing the right thing.

Last night I was driving from Harrisburg to Lewisburg, Pennsylvania, a distance of about 80 miles. It was late, I was late, and if anyone asked me how fast I was driving, I'd have to plead the Fifth Amendment to avoid self-incrimination.

At one point along an open highway, I came to a crossroads with a traffic light. I was alone on the road by now, but as I approached the light, it turned red, and I braked to a halt. I looked left, right, and behind me. Nothing. Not a car, no suggestion of headlights, but there I sat, waiting for the light to change, the only human being, for at least a mile in any direction.

I started wondering why I refused to run the light. I was not afraid of being arrested, because there was obviously no cop anywhere around and there certainly would have been no danger in going through it.

Much later that night, after I'd met with a group in Lewisburg and had climbed into bed near midnight, the question of why I'd stopped for that light came back to me. I think I stopped because it's part of a contract we all have with each other. It's not only the law, but it's an agreement we have, and we trust each other to honor it: We don't go through red lights. Like most of us, I'm more apt to be restrained from doing something bad by the social convention that disapproves of it than by any law against it.

It's amazing that we ever trust each other to do the right thing, isn't it? And we do, too. Trust is our first inclination. We have to make a deliberate decision to mistrust someone or to be suspicious or skeptical.

It's a darn good thing, too, because the whole structure of our society depends on mutual trust, not distrust. This whole thing we have going for us would fall apart if we didn't trust each other most of the time. In Italy they have an awful time getting any money for the government because many people just plain don't pay their income tax. Here, the Internal Revenue Service makes some gestures toward enforcing the law, but mostly they just have to trust that we'll pay what we owe. There has often been talk of a tax revolt in this country, and our government pretty much admits that if there were a widespread tax revolt here, they wouldn't be able to do anything about it.

We do what we say we'll do. We show up when we say we'll show up.

I was so proud of myself for stopping for that red light. And inasmuch as no one would ever have known what a good person I was on the road from Harrisburg to Lewisburg, I had to tell someone.

"In and of Ourselves We Trust" by Andy Rooney, copyright © Tribune Services, Inc. All rights reserved. Reprinted by permission.

1 Which set of statements BEST summarizes this newspaper column?

A The Internal Revenue Service needs to enforce stronger tax laws. Otherwise, no one will pay taxes.

B The stability of society is built on trust. Without trust the contract we have with each other would be destroyed.

C If we did not trust each other, there would be a tax revolt. The contract we have with each other would be destroyed.

D Through trusting each other to obey laws, we build a solid government. We must have a strong police force in order to ensure that stability.

2 What is the most convincing reason Rooney gives for not going through the red light?

A It is against the law.

B We just don't go through red lights.

C It is part of a contract we have with each other.

D We stop in this situation because it makes us feel proud.

3 Rooney's statement "We do what we say we'll do. We show up when we say we'll show up" supports his belief that Americans are

A proud.

B prompt.

C trustworthy.

D complacent.

4 Why does Rooney change from "I" to "we" about halfway through the newspaper column?

A to urge readers to obey traffic laws

B to enable readers to understand the social contract

C to encourage readers to identify with his point of view

D to lead readers to consider conventions more important than laws

5 When does Andy Rooney decide that he stopped at the red light "because it's part of a contract we all have with each other"?

A after he goes to bed

B while braking for the light

C during his wait at the light

D before he reaches Lewisburg

6 What is the main idea of this newspaper column?

A We must trust each other in order to have a stable society.

B We stop at red lights because we obey social conventions.

C We should pay our taxes even when we don't agree with the government.

D We tell others about our honesty so they will be more likely to follow the rules.

7 What can you conclude about Andy Rooney from this newspaper column?

A He believes most people mistrust others.

B He considers himself a law-abiding citizen.

C He thinks that he is perfect.

D He trusts the Internal Revenue Service.

Read the following true story and answer Numbers 1 through 8. You may look back at the story as often as you like.

Just Two Points Make One Dream Come True

by Mitch Albom

TUCSON, Ariz.—He didn't want much. Just one basket. That's not a lot to ask from a college career, is it? One basket?

For this, he would work. For this, he would sacrifice. For this he would sit at the end of the bench, night after night, year after year. Without a scholarship. Without fame. He would travel to cities, dress in the uniform, go through warm-ups. Then take off the uniform, travel back home, go to class. Year after year. Night after night.

One basket.

Sean Dobbins is the other side of the Fab Five. The far side. He was a good little high school basketball player who chose Michigan, like most kids, to get an education. He paid his own tuition. No one recruited him.

One day, early in his freshman year, Dobbins got an idea. He took his high school scrapbook to the basketball office and asked to see Steve Fisher.

"Coach, I'd like to play for your team," he said. "These are some articles about me in high school."

Fisher, who had just won a national championship, was amused. Big-time college basketball schools begin recruiting players when they are in eighth or ninth grade. They follow them—hound them, sometimes—until they sign. Only the best get taken.

Now here was a kid with a scrapbook.

"I'll take a look," Fisher said.

Finding room on the roster

Five weeks later—to everyone's surprise—Dobbins was on the team. A walk-on. True, he still had to pay his own tuition. True, he was mostly there to help practice. But the kid with the scrapbook was in the club, dressing next to stars like Rumeal Robinson and Terry Mills.

He went through drills. He sweated every scrimmage. He dressed for the games, but almost never got in. To be honest, it was a big deal if he unzipped his sweat suit.

Sophomore year, he made a free throw.

That was the highlight of his season.

"I still dreamed about making a basket," he says. "I figured I had two years left."

Then, a setback. Michigan recruited five star freshmen—the Fab Five—and there was no room on the team for Dobbins. He spent his junior year practicing in the gym with other students. When the NCAA tournament came around, he drove to Atlanta, on his own. And he drove to Lexington. And he drove to Minneapolis. He sat behind the team, in the stands, longing to be part of it again, to wear the uniform, to maybe get a shot at that one basket he'd been dreaming about since freshman year.

Suddenly, he was a senior.

"Just Two Points Make One Dream Come True" by Mitch Albom from the *Detroit Free Press*' March 21, 1993 issue, copyright © 1993 by the *Detroit Free Press*. Reprinted by permission.

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The free throw just didn't count

"The guys on the team were really pulling for me now," he says. Given his old spot back—and the fact that because U-M was so talented, there should be plenty of "garbage time"—Dobbins was optimistic. He practiced hard, as usual. He dressed and undressed, as usual.

But the games slipped away. Pretty soon, it was the regular-season finale against Northwestern, and Dobbins still hadn't scored a hoop. Fisher put him in, and he quickly took a shot—which clanked off the rim. The crowd moaned. In the final seconds he got the ball again, spun toward the basket and—AHNNNNNNN!

The buzzer sounded. The season was gone. And so, Dobbins figured, was his chance.

Which is what made Friday night so special. Friday night, first game of the NCAA tournament, the most serious basketball of the year. Michigan found itself ahead by 30 points late against Coastal Carolina. Fisher looked down the bench, saw the kid with the scrapbook, and said, "Get in there."

This time, the whole U-M team, which had come to love Dobbins for his never-quit spirit, was ready. With four seconds left, and a free throw about to be shot at the opposite end, the Wolverines called Dobbins over and hid him in their midst. "Don't move," they whispered, "just wait." The other team didn't even see him.

So when the free throw was made, Rob Pelinka grabbed the ball, and heaved it downcourt to Dobbins, who stepped out of the camouflage and was suddenly all alone.

"All I could think was 'Catch it! Catch it!'" Dobbins said.

He caught it. He dribbled toward the basket. Three seconds. Two seconds. He laid it up . . . and in!

Score! The buzzer sounded. And the Wolverines mobbed Dobbins as if he'd just won a championship. "You shoulda dunked it!" laughed Chris Webber. "DOBBS! DOBBS!" yelled Juwan Howard, grabbing him in a headlock and carrying him to the locker room.

We watch so much college basketball, we forget that they are kids out there. Kids with dreams. Some dream of winning it all. Some just dream of scoring two points.

"It was the greatest moment of my life," said Dobbins. "If I never scored, the experience would still have been worthwhile. But now, it feels . . . great."

Mission accomplished.

Unless any NBA teams are interested . . .

1 What is a major theme in this story?

A It takes commitment to reach a goal.

B It takes conviction to sit on the bench.

C It takes persistence to get an education.

D It takes concentration to make a basket.

2 Why does Fisher think it is funny when Dobbins wants to join the Wolverines?

A Fisher's players are national champions.

B Fisher's players often become professionals.

C Fisher knows that Dobbins can't play basketball.

D Fisher thinks that Dobbins's scrapbook is comical.

3 What happens because Dobbins shows his scrapbook to Fisher?

A Dobbins makes the team.

B Dobbins sits in the stands.

C Dobbins drives to Atlanta.

D Dobbins plays his first game.

4 What happens to Dobbins because Michigan recruits the Fab Five?

A He joins an opposing team.

B He drives to different cities.

C He is traded to another team.

D He is dropped from the team.

5 What is the attitude of the Wolverines towards Dobbins?

A lenient

B tolerant

C admiring

D flattering

6 What word BEST describes Dobbins's character?

A critical

B humorous

C pessimistic

D determined

7 What method does the author use to dramatize the final scene of his story?

A He interviews the coach.

B He quotes two ballplayers.

C He mentions the scrapbook.

D He discusses team motivation.

8 Which set of statements BEST summarizes the story?

A Sean Dobbins wanted to score a two-point basket during his college basketball career. He scored with a free throw during his sophomore year but still wanted a two-point basket. Even though he never got to play, his teammates loved his spirit.

B Sean Dobbins dreamed of making a two-point basket during his college basketball career. Through a number of circumstances, he almost lost out on that dream. But in his senior year he finally realized his goal when he scored a basket in the final seconds of a tournament game.

C Sean Dobbins wanted to make a basket during his college basketball career. Even though he scored with a free throw, it was not good enough. He thought that he had two years left in which to score a basket. But unfortunately he had to leave the team when the Fab Five were recruited.

D Sean Dobbins was able to get on the Wolverines team by showing his high school scrapbook to the coach. He played for two seasons but had to leave the team in his junior year when the Fab Five were recruited. He never lost his enthusiasm and got a chance to play again with the team in his senior year.

Read the following story and answer Numbers 1 through 10. You may look back at the story as often as you like.

Saga of a Seagoing Dog

Condensed from SAIL

PETER MUILENBURG

SANTOS, the dog that barked furiously at any hint of danger to others, made not a whimper when he slipped and fell overboard five miles off the Venezuelan coast. We didn't miss him until the morning after we had anchored our ketch,[1] *Breath,* behind the breakwater at Puerto Azul. Suddenly our son Diego called out, "Where's Santos?"

We searched everywhere. Diego even tore open our last package of tortilla chips, crackling the bag noisily and calling Santos, but the dog was gone.

My wife, Dorothy, and I went ashore to notify the port captain of our loss. The captain was busy with the start of a sport-fishing tournament. He offered us no encouragement, but promised to keep an eye out.

We walked over to the beachside bar and began to think what we would tell Diego.

TIME AND AGAIN WE had feared for Santos's life. He had been an endlessly amusing little rogue. One friend called him a hamster masquerading as a wolf, though on close inspection he looked more like a cross between fox and a pint-size husky. He was Diego's constant companion.

Santos had been given to us years ago in a Florida port where we had anchored beside a schooner with two people and seven dogs onboard. Jeanne and Vince were raising schipperkes—Belgian canal-barge dogs—and five puppies had just been born. Jeanne offered us the pick of the litter. "Your ship needs a schipperke," she declared.

I didn't think so, but my objections were blown away in a williwaw[2] of enthusiasm from the crew. I reminded the boys to pick a lively one, and they returned with a ball of jet-black fluff that looked me dead in the eye and growled.

In time Santos developed into a fine boat dog. "Schipperke" means "little captain" in Flemish, and his ancestors were bred to serve aboard Low Country[3] barges. Their duties included swimming ashore in the cold canals to nip the heels of recalcitrant[4] tow horses. And they were programmed to bark if anyone fell overboard, which made them ideal baby sitters for family-run vessels. They were even expected to help the master navigate.

Santos excelled at all these tasks, and more. One night, as a storm was brewing, we tried to gain the shelter of Mayaguana in the Bahamas. After 36 hours of overcast we couldn't be sure of our position. Suddenly Santos roused himself and stood with his nose straining into the wind, whimpering

[1] **ketch:** a two-masted sailboat

[2] **williwaw:** a violent gust of cold wind

[3] **Low Countries:** Belgium, the Netherlands, and Luxembourg

[4] **recalcitrant:** stubborn, defiant

"Saga of a Seagoing Dog" by Peter Muilenburg, published in *Reader's Digest*'s October 1992 issue, condensed from an article from *Sail* Magazine's December 1991 issue, copyright © 1991 by Peter Muilenburg. Used by permission.

ardently. We short-tacked up the dog's olfactory bearing[5] and within two hours sighted land.

In addition, this salty dog was endearing company, especially on long night watches. Then he would creep unbidden into the lonely helmsman's lap and rest his muzzle with a sigh of contentment in one's hand.

Intelligence in a dog such as Santos can be a mixed blessing. He knew well what was expected of him, but he also had his own agenda—fun—and this got him into trouble regularly. Before he was three months old, he'd almost drowned twice. Once, charging down the deck in a puppy war game, he shot right out a deckside scupper.[6] We heard scratching on the hull and went topside to find Santos treading water. Luckily it was slack tide.

Then a month later he did it again, and the ebb tide carried him out to sea while we were lunching below. A skin diver noticed his black head and pointed ears and picked him up.

IT WAS TIME to get back to Diego; we couldn't postpone the inevitable any longer.

"Oh, well," I consoled Dorothy, "with that dog's temperament we were lucky to have him as long as we did."

We walked to the dinghy,[7] and I was casting off when we heard a shout. The port captain came hurrying down the steps from his office.

"You won't believe it," he said. "I just called the fishing boats on the radio to tally their standings for the scoreboard." He paused, out of breath.

"And?" we gasped.

"And the last boat said they caught nothing—except a little black dog!"

Back on *Breath,* Santos received a joyous welcome and got his own helping of the family dinner. But his eyes were glazed, as if they'd seen the whole of his life pass before them, and right after supper he crashed. When I drifted off later, I thought about the charmed life Santos led, and wondered whether his brush with death would make a more sensible animal of him.

That fantasy died at dawn, when a flurry of barking awoke us. A fisherman had dared to pass within 150 feet of our boat. A few hours later, seeing some kids playing with a German shepherd on the beach, Santos jumped into the sea and headed for the action. Shortly afterward someone knocked on our hull.

"Hello—is this your dog?"

"Yup," I said. "That's our dog."

---

[5] **short-tacked up the dog's olfactory bearing:** steered the boat in the direction the dog was sniffing

[6] **scupper:** an opening that lets water drain out

[7] **dinghy:** a small rowboat

1 What is the tone of this story?

A nostalgic regret
B harsh irritation
C gentle amusement
D sarcastic mockery

2 When the author first met the dog, Santos seemed

A cheerful.
B miserable.
C unfriendly.
D affectionate.

3 What did Santos do when he FIRST arrived on the boat?

A He fell overboard.
B He growled at the author.
C He barked at a nearby fishing boat.
D He whimpered as he smelled the wind.

4 Why did Diego tear open the "last package of tortilla chips, crackling the bag noisily"?

A to help in the preparation of lunch
B to offer some food to the port captain
C to tempt the dog to come out of hiding
D to encourage the family to eat before leaving

5 Read the following sentence from the story.

He had been an endlessly amusing little rogue.

What does the word *rogue* mean as it is used here?

A rascal
B friend
C stranger
D monster

6 The puppy came to the family when

A Dorothy got lost in the fog off the Bahamas.
B a couple offered them their choice of a litter.
C Santos was working as a canal dog in Europe.
D a fisherman found him swimming near a fishing tournament.

7 Schipperkes helped barges navigate the canals by

A swimming alongside the barges.
B smelling the thick fog to locate land.
C alerting the captain of passengers overboard.
D encouraging tow horses to continue walking.

BEST COPY AVAILABLE

8 What does the author probably mean by the word *unbidden* when he writes that Santos "would creep unbidden into the lonely helmsman's lap"?

A not aided

B not invited

C not ashamed

D not observed

9 What was the author's reaction to the loss of Santos?

A anger

B optimism

C happiness

D discouragement

10 Which set of statements BEST summarizes the story?

A Santos repeatedly falls or jumps overboard but is returned each time to his family's sailboat. One time he is lost off South America but is brought back by a port captain.

B The author reluctantly accepts a puppy onboard his sailboat. The dog, intelligent and full of fun, endears himself to the family and has a variety of adventures on and off the boat.

C *Breath*, the family sailboat, becomes the home of a happy, adventurous dog. At the end of the story, Santos jumps overboard to play on shore with another dog and some children.

D A family adopts a schipperke puppy that was bred to be aboard a boat and help with navigation. As a puppy, Santos falls overboard twice; one of those times he comes back to the family with a skin diver.

Read the time line and answer Numbers 1 through 6. You may look back at the time line as often as you like.

"The History of the U.S. Postal Service" is the subject Leann Brown has chosen for a research paper. Her first job is to develop an outline, and to do that she checks her reference materials. There she finds something that helps her get started: a Postal Delivery Time Line.

POSTAL DELIVERY TIME LINE

1000 B.C.	Homing pigeons delivered King Solomon's letters to Queen of Sheba.
485–425 B.C.	Greek writer Herodotus described Persian horse postal service: "Neither snow, nor rain, nor heat, nor gloom of night stays these couriers from the swift completion of their appointed rounds."
59–44 B.C.	Julius Caesar used foot runners, then horseback riders; mail was delivered for nobility only.
A.D. 286–288	Roman Emperor Diocletian started postal service for private citizens.
1290	University of Paris began postal service for private citizens.
1591	Queen Elizabeth I established central postal service in Great Britain.
1639	First American post office set up in Boston; one cent charged for each letter.
1672	New York City began mail service to Boston, Massachusetts.
1674	Connecticut began mail service.
1683	William Penn began weekly mail service from Philadelphia to all large Pennsylvania and Maryland towns.
1693	Intercolonial postal service began in all colonies except Virginia.
1775	Benjamin Franklin was appointed first American postmaster general.
1785	Balloon carried letter addressed to Benjamin Franklin from England to France.
1799	Congress passed a death penalty for robbing the mail.
1813	First mail carried by steamboat.
1832	First official railroad mail service.
1860	Pony Express started service between St. Joseph, Missouri, and Sacramento, California.
1893	First commemorative stamps issued at Chicago World's Fair.
1896	Rural Free Delivery began.
1913	Parcel Post Delivery service started.
1918	Airmail stamps first issued.
1918	First regular airmail service in U.S.—Washington, D.C., to New York City.
1920	First transcontinental air mail service, New York to San Francisco.
1941	Post office on wheels, called Highway Post Office (HYPO), initiated.
1958	Famous artists started designing postage stamps.
1959	Transcontinental jet mail service began.
1963	Zip Code numbers put into use.

"Postal Delivery Time Line" by Betty H. Little from *Cobblestone*'s October 1981 issue: The Pony Express: 1860–1861, copyright © 1981 by Cobblestone Publishing Co., 30 Grove St., Suite C, Peterborough, NH 03458. Reprinted by permission of the publisher.

1 This time line is organized according to

A when the events happened.

B where the events happened.

C the importance of the events.

D the people involved in the events.

2 If Leann wants to make the point that mail delivery was often difficult, which fact would be BEST to include in her research paper?

A In 1896, Rural Free Delivery of mail began.

B In 1963, Zip Code numbers were put into use.

C In 1799, Congress passed a death penalty for robbing the mail.

D In 1941, a post office on wheels, called Highway Post Office (HYPO), was initiated.

3 Which phrase BEST describes the main idea of this time line?

A an in-depth history of the postal service

B an international tribute to the postal service

C a detailed history of technological advances in the postal service

D a chronological list of important events concerning the postal service

4 Which date indicates the first effect of scientific advances on the delivery of the mail?

A 1639

B 1813

C 1832

D 1918

5 What might be seen as a major trend in postal service?

A speeding up the time of delivery

B making stamps attractive to collectors

C offering service to the common people

D providing increased security for postal customers

6 When did the first mail travel by air?

A in 1920

B in 1918

C in the 1700s

D in 1000 B.C.

Read the following paragraph and list of Key Words. Answer Numbers 1 through 8. You may look back at the paragraph and list of Key Words as often as you like.

Jesse's social studies teacher assigns the class a research paper on international trade. The students must demonstrate their understanding of the topic by using terms from the following glossary. In addition, the students must provide examples of how countries buy and sell goods. Jesse learns the following terms so that he can use them correctly in his research paper.

KEY WORDS

THE TERMS OF TRADE

Here are a few key words used in international trade.

Domestic: Produced in or native to a country.

Free trade: An exchange of goods and services between countries that is not limited by government actions such as quotas, tariffs, and other taxes.

GATT (General Agreement on Tariffs and Trade): An international agreement intended to reduce trade barriers and encourage trade. GATT, established in 1947, was replaced by the WTO in 1995.

Globalization: The trend toward a single, worldwide market, without respect to national borders.

Imports/Exports

Imports: Goods and services bought from other countries for domestic use.

Exports: Goods and services produced in one country and sold to another country.

NAFTA (North American Free Trade Agreement): A 1993 agreement between Canada, the United States, and Mexico that will gradually eliminate most trade barriers between those countries.

Protectionism: Any policy designed to keep domestic industries from being hurt by competition from imports.

Protective tariff: A tax on imports designed to keep domestic producers from being hurt by competition from imports.

Quota/Tariff

Quota: A government limit on the amount of goods coming in from other countries.

Tariff: A tax on imports.

Trade barriers: Any government's use of taxes, tariffs, quotas, and other obstacles that make trade between countries more difficult or costly.

World Trade Organization (WTO): An international body that promotes free trade and resolves trade disputes between countries. The WTO was created in 1995 with the legal power to resolve a wide range of trade issues.

"The Terms of Trade" by CTB/McGraw-Hill editors.

1 Jesse wants to trace the movement toward a worldwide market. He wants to include the resolution of recent trade conflicts in his research paper. Under which heading should Jesse look?

A WTO
B GATT
C Protectionism
D Trade barriers

2 Trade barriers tend to have the hardest impact on the

A country importing the products.
B people buying the imported products.
C domestic industries selling the same products.
D international organization resolving trade disputes.

3 Jesse decides to support his paper's arguments with concrete examples of countries that are putting free trade agreements into practice. Which heading should Jesse first research at the library?

A Tariffs
B NAFTA
C Globalization
D Protectionism

4 What is the BEST way for Jesse to locate countries that have recently established trade barriers?

A by gathering information from the WTO
B by researching the history of the GATT
C by discovering more facts about free trade
D by investigating the theory of globalization

5 A tax on imported products is called

A a tariff.
B a quota.
C an export.
D a trade barrier.

6 Products that are brought from another country and used domestically are called

A tariffs.
B quotas.
C exports.
D imports.

7 What is the trend toward a worldwide market that has no national boundaries called?

A free trade
B trade barriers
C globalization
D protectionism

8 Which of the following is true about NAFTA's organization?

A It is the ultimate step toward globalization of the world.

B It is a move toward using tariffs to control other countries.

C It is an example of countries working together to lower trade barriers.

D It is an example of being able to change rules in a short period of time.

Read the following brochure and answer Numbers 1 through 10. You may look back at the brochure as often as you like.

You are about to take a vacation to Pensacola with your family. You have a brochure explaining some of the things you can do while there.

PARK IT . . .

. . . OUTDOORS. If you'd like to experience the natural side of the Pensacola area, you're welcome to camp, hike, or fish at Gulf Islands National Seashore, a 150-mile-long strip of barrier islands, harbors, and submerged land that's one of the most beautiful and well-preserved natural environments in the country. Established in 1971—with over 25 miles located in the Pensacola and Perdido Key area—it includes Santa Rosa Island (home of historic Fort Pickens and World War II batteries), and Naval Live Oaks Reservation, a 1,400-acre tract and seashore headquarters along Highway 98 in Gulf Breeze. The Gulf Islands National Seashore also contains an extraordinary collection of wildlife—including 280 different species of birds.

To the west, you can camp, hike, or picnic at Big Lagoon State Recreation Area located near Perdido Key on the Intracoastal Waterway. Birding, boating, concerts, and special night beach tours to view the sea turtles offer something for the whole family.

For a complete change of outdoor scenery, take a hike through the shady bayou at the Edward Ball Nature Preserve on the University of West Florida campus. Or head out to Bay Bluffs Park, where several elevated boardwalks give you a bird's-eye view of Florida's only scenic bluffs—a vista 20,000 years in the making!

GO WITH THE FLOW. Not far from Pensacola you'll find an area known as "The Canoe Capital of Florida." It contains the spring-fed streams of the Coldwater, Blackwater, and Sweetwater/Juniper creeks, which flow through state forests at a tranquil, relaxing pace.

Climb aboard a canoe, kayak, paddleboat, or inner tube, and leave your cares behind as you drift down the Perdido River or through the Blackwater River State Recreation Area, northeast of Pensacola.

On shore, cabins, campsites, nature trails, and picnic areas abound—especially at Adventures Unlimited, an 88-acre park (complete with even a ropes course) that's widely regarded as the center of all the action.

"Park It" from 1995–1996 *Official Pensacola Area Visitor's Guide*, copyright © 1996 by Pensacola Chamber of Commerce. Used by permission of the Pensacola Convention & Visitor's Center.

PARKS & TRAILS GUIDE Many of these items are based for the "on season" period only. For more information about seasonal changes refer to the phone numbers below this chart.	**Fort Pickens** Gulf Islands National Seashore	**Fort Barrancas** Gulf Islands National Seashore	**Naval Live Oak Reservation** Gulf Islands National Seashore	**Perdido Key Area Johnson Beach** Gulf Islands National Seashore	**Big Lagoon State Recreation Area**	**Perdido Key State Recreation Area**	**Blackwater River State Park**
Visitor's Center	○	○	○		○		
Museum	○						
Guided Tours	○	○					○
Picnic Area	○	○	○	○	○	○	○
Basic Camping	○				○		
Full Facility Camping	○				○		○
Youth Camping			○				
Cabin Rentals					○		○
Nature Trail	○	○	○		○		○
Biking	○	○	○	○	○	○	○
Swimming	○			○	○	○	○
Snorkeling	○			○	○		
Lifeguard	○			○			
Canoeing					○		○
Fishing	○			○	○		
Boat Ramp				○	○		○
Restrooms	○	○	○	○	○	○	○
Showers	○			○	○		
Concessions	○			○			
Handicap Access	○	○	○	○	○	○	○
Parking	○	○	○	○	○	○	○
Park Fee	○			○	○	○	○

Gulf Islands National Seashore 904-934-2600: *Fort Pickens, Fort Barrancas, Naval Live Oak Reservation, Perdido Key Area Johnson Beach*

Perdido Key State Recreation Area 904-492-1595

Big Lagoon State Recreation Area 904-492-1595

Blackwater River State Park 904-623-2363

"Trail Mix" from 1995–1996 *Official Pensacola Area Visitor's Guide*, copyright © 1996 by Pensacola Chamber of Commerce. Used by permission of the Pensacola Convention & Visitor's Center.

1 According to the chart, if campers want information about seasonal changes at a specific park or beach, they should telephone

A their travel agency.
B a historical society.
C that recreation area.
D the brochure publishers.

2 Campers who call one of the phone numbers below the Parks and Trails Guide are most likely seeking information about what kind of activities?

A winter
B summer
C on season
D off season

3 Which action shows that the chart was interpreted correctly?

A traveling to Fort Barrancas for fishing
B going to Naval Live Oak Reservation to rent a cabin
C hauling a boat to Perdido Key State Recreation Area
D arriving at Big Lagoon State Recreation Area with canoes

4 Which place has elevated boardwalks?

A Bay Bluffs Park
B Intracoastal Waterway
C Blackwater River State Park
D Big Lagoon State Recreation Area

5 In which park can you see sea turtles at night?

A Naval Live Oak Reservation
B Edward Ball Nature Preserve
C Big Lagoon State Recreation Area
D Perdido Key State Recreation Area

6 Where is Naval Live Oak Reservation?

A next to the Perdido Key area
B along Highway 98 in Gulf Breeze
C next to Gulf Islands National Seashore
D by Santa Rosa Island just outside of Pensacola

7 Which park has shower facilities?

A Fort Barrancas
B Naval Live Oak Reservation
C Blackwater River State Park
D Perdido Key Area Johnson Beach

8 How are the first and second parts of this brochure different?

A The first part promotes the features of parks; the second part lists factual information.
B The first part lists sequential details; the second part promotes the highlights of parks.
C The first part lists details; the second part contains chronological information about parks.
D The first part contains chronological information about parks; the second part describes various features.

9 How does the author support the statement that the Pensacola area is "one of the most beautiful and well-preserved natural environments in the country"?

A by listing recreational activities

B by naming state recreation areas

C by describing the scenery and wildlife

D by outlining the geographic boundaries

10 Why is an area near Pensacola referred to as "The Canoe Capital of Florida"?

A It has a long coastline.

B It is situated in a quiet harbor.

C It has many slow-moving streams.

D It is situated in the state forest system.

Read the following article and answer Numbers 1 through 7. You may look back at the article as often as you like.

SUSAN G. McBRIDE

VIDEO GAME DESIGNER

San Jose, California

WHAT I DO:

I come up with ideas for home computer video games, figure out how they would be played, and determine their basic graphic look. Then, I work with a team to fill out these designs. Right now my team includes another animator and a programmer, but we also get help from graphics, audio, and software support personnel. When I used to work on coin-operated arcade games, I worked on teams with two or three other programmers and up to five animators.

After getting an idea for a game, you produce story boards and thumbnail sketches that show how the new game will look. Then, once the concept is approved, you work out all the characters and the opponents, what the moment-to-moment action will be like, and how the controls will work. This stage includes producing working graphics and a model of the controls. When all that's finished, the concept is reviewed again and focus groups are held to estimate consumer reaction. Finally, the game is field tested.

Home games are different from coin-operated games. In coin-op games, you're trying to entice people to put their quarters into a machine. You know they're not going to play for long. But with home games, people own the cartridges, so you know they'll want to play the games for a long time. As a result, home games need to be more exploratory and graphically exciting. They're better suited to adventure formats than coin-op games.

HOW I GOT STARTED:

I came to this work by way of drawing. When I was a kid, I was always drawing. I drew my own comic books and illustrated T-shirts. In college, I almost double majored in graphic design and science. But I realized that what I really liked the most about biology was drawing the animals we worked with. So I decided to major exclusively in graphic design.

Graphic design led me in turn to animation and film. A film teacher of mine recommended me to Atari for a position involving computer graphics. He knew about the little characters I liked to animate and about an award-winning film that I made called *Mangia, Mangia, Mangia*. Done before Pac Man, it was about a little space creature that went around gobbling things up. I guess that my professor—and Atari—thought the film proved I was a natural for creating video games and characters.

HOW I FEEL ABOUT IT:

What I really like about working in the game industry is the chance to be creative and to come up with concepts that provide fun and entertainment for people. The games take people away from the world for a little while.

Each game is like a new beginning. You're creating a new world, and it's a thrill when it comes together. When you come up with an idea you love, you suddenly know it's going to be a hit, and that's very exciting.

"Video Game Designer" by Susan G. McBride from *Careers for Computer Buffs* by Andrew Kaplan, copyright © 1991 by The Millbrook Press. Used by permission.

WHAT YOU SHOULD KNOW:

There are a number of different routes into this business. You can come in as a programmer or, as I did, through animation. But even if your route is animation, you still need to get as much of a background in computers as you can.

To break in, you need to have a degree. Animators need to have a strong film background with a degree in something like film, animation, or art. Programmers need computer degrees. And after you're in, it's still a good idea to keep learning. Game designers need to have as much computer knowledge as they can. For example, although I'm already established in the industry, I'm getting additional software background and working toward a master's degree.

The pay varies. Some people get royalties, which can double or triple their salaries.

Another way to go is to open up your own house. Get an animator, a designer, a programmer, an engineer, and an audio person. Then develop games, sell them to companies, and get royalties. This arrangement offers you the potential to earn a lot of money.

To create these games, you need to enjoy children's culture and know what's going on with kids. Obviously, it helps to know what kids like to watch and the music they like to listen to. I go to science fiction conventions, arcades, and movies to keep up. and I also buy comic books and kids' magazines.

1 Information in the article is organized according to

A isolated blocks of information.

B separate sections with headings.

C steps explaining how to enter the field.

D important events in the author's career.

2 The author's main purpose in this article is to

A inspire.

B inform.

C entertain.

D persuade.

3 The next step after approval of a game concept is to

A field test the game.

B produce story boards.

C create a working model

D estimate consumer reaction

4 What convinced Atari of the author's creative abilities?

A her early drawings

B her job application

C her scientific sketches

D her award-winning film

5 When the author says, "Another way to go is to open up your own house," she is comparing a working group to a

A team.

B family.

C school.

D neighborhood.

6 If the next subheading in this article were "WHERE WE'RE HEADED," which of the following subjects would most likely be covered in that paragraph?

A the reader's future needs

B the future of children's culture

C the author's plans for the future

D the future of video game design

7 Which set of statements BEST summarizes the author's advice for entering and working in the video game design business?

A Obtain a master's degree in computers and open your own design house. Develop your own games and then sell them to other companies.

B Pursue a double major in art and computers and form a team of developers. Sell your games to software companies and collect royalties.

C Major in animation and find a job that will teach you how to use computers. Improve your skills by taking night classes and attending children's cultural events.

D Obtain a degree in an art-related field and learn as much as you can about computers. Continue to improve your skills and keep in touch with what kids are doing.

Read the following article and answer Numbers 1 through 9. You may look back at the article as often as you like.

DON SMALL

FLIGHT SIMULATOR

Houston, Texas

WHAT I DO:

Because I've been designing flight simulators for more than thirty-five years, I've worked on everything from airplane simulators to machines that simulate space flight. Right now, I'm working on a simulator for a space station.

To understand my work, you have to understand what a flight simulator is. A simulator's function is to prepare pilots, crew members, and astronauts for flight. When we design a simulator, we create a machine that will replicate[1] the trainee's future environment as closely as possible. The trainee uses the same controls found in the actual vehicle.

HOW I GOT STARTED:

I didn't start by pursuing a career in flight simulation. When I went to college, I began as a pre-med student. But I didn't like that side of science, so I moved into electronics.

After college, I got a job with a flight simulation company called Link. Link was just switching over from mechanical air trainers to electronic trainers, and they were recruiting electronics people like myself. I started as a field engineer, working in the factory to gain an understanding of the equipment. Then I went to the customers, trained them to use the equipment, and made any modifications that were necessary.

After that, I became involved with the space program. I worked on the Gemini mission simulator and other space flight simulators until 1969, when I moved to Houston to work with NASA on the Apollo program. After Apollo ended, I headed teams that built the simulator for the space shuttle.

HOW I FEEL ABOUT IT:

What's challenging about this work is that it explores every branch of science there is. We have to model the behavior of the real world so that what a person feels is exactly coordinated with what he or she hears and sees. That means really getting into a person's senses. To do this, you need a variety of engineering skills, and you must constantly call on all of your training and experience.

WHAT YOU SHOULD KNOW:

Today, most of the people we hire have computer science, electrical engineering, or physics degrees. Some even have simulation-related degrees. But even if you get one of these degrees, you still have to be trained as a systems engineer by Link or one of its competitors.

Normally, this is a regular eight-to-five job. However, there are times when you'll be working over sixty hours a week. This tends to occur either in the development cycle when things don't go as planned, or later during the space mission itself when something that wasn't anticipated happens. When I was working on Apollo 13, for example, one of the ship's tanks exploded on the way to the moon. I was part of a team that helped figure out a way to get the crew back before its supplies were exhausted. On that mission, I worked for thirty-six hours straight.

[1] **replicate:** to duplicate or copy

"Flight Simulator" by Don Small from *Careers for Computer Buffs* by Andrew Kaplan, copyright © 1991 by The Millbrook Press. Used by permission.

1 A simulator for a space station is probably used to

A study conditions in space.

B launch the space shuttle into orbit.

C form a satellite link among nations.

D prepare astronauts for living in space.

2 What field of knowledge is MOST important for a flight simulation designer?

A graphics

B aeronautics

C psychology

D engineering

3 What makes a simulator different from other training methods?

A It reproduces actual conditions.

B It is used only for flight training.

C It is designed by professional trainers.

D It allows people to perform their jobs right away.

4 In the section titled "How I Got Started," information is organized by

A date.

B skill.

C time.

D importance.

5 The author's experience with the flight simulation company probably

A prepared him to be a pilot.

B led him to pursue a degree in electronics.

C taught him a lot about the Apollo program.

D helped him get a position with the space program.

6 What does the author mean by "getting into a person's senses"?

A studying the physical effects of stress

B measuring the intelligence of humans

C controlling a person's thoughts and feelings

D understanding what a person is seeing and hearing

7 What is one of the common causes of long work hours in this field?

A unscheduled space launches

B team meetings to discuss future projects

C unexpected events during space missions

D special training to prepare new employees

8 The BEST way to prepare for a career in flight simulation design is to

A learn how to fly and train others.

B major in psychology or sociology.

C pursue a degree in engineering or science.

D receive on-the-job training in systems engineering.

9 Which statement BEST expresses the main idea of this article?

A This is a demanding job that requires intense preparation and training.

B This is an exciting job for people who like to work with others and make important decisions.

C This is a good job for people who like an eight-to-five schedule with few interruptions and little stress.

D This is a challenging job that calls upon all of your training and experience in a variety of scientific fields.

Read the following article and answer Numbers 1 through 9. You may look back at the article as often as you like.

Pollution's Hidden Toll on Native Plants

Nitrogen is an important plant nutrient, right? So when your car spews out nitrogen emissions into the environment and they settle onto the ground, are you enhancing plant growth? The answer may be yes, but, scientists are discovering, it's not the kind of growth that benefits native plants.

For 12 years, ecologists David A. Wedin of the University of Toronto and David Tilman of the University of Minnesota have applied nitrogen to 162 plots of native grasses at levels that approximate the amount of nitrogen that occurs in air-borne pollution from cars and power plants in the Northeast. Though plants need nitrogen to grow, the researchers found that the elevated nitrogen levels stimulated the growth of grasses imported from Europe while impairing the growth of native grasses.

This unusual situation apparently results from the way the two groups of plants use nutrients. Native grasses thrive in areas of relatively low nitrogen, while European interlopers imported for agricultural development need large doses of the nutrient. Once nitrogen increases in the soil, as when motor-vehicle pollution settles to the ground, non-native plants take over. Subsequent changes in the soil also increase nitrogen pollution in water supplies. In addition, species diversity in affected areas declines.

The news represents another blow to the nation's grasslands, which have declined considerably. What's more, observes Wedin, the disruptions caused by air-borne nitrogen may not be restricted only to grasslands, since the same effect is likely in other plant communities.

1 What is one important fact that researchers have found out about native grass plants?

- **A** They require less attention.
- **B** They require more nutrients.
- **C** They require low levels of nitrogen.
- **D** They require regular supplies of water.

2 How are increased levels of nitrogen beneficial?

- **A** They enrich native plants.
- **B** They stimulate imported grasses.
- **C** They are good for water supplies.
- **D** They are helpful for species diversity.

3 What is the meaning of the word *enhancing* as it is used in the first paragraph?

- **A** creating
- **B** decreasing
- **C** stimulating
- **D** illuminating

4 What effect does an increased level of nitrogen have on non-native grasses?

- **A** It blocks nutrients.
- **B** It stimulates growth.
- **C** It activates diversity.
- **D** It inhibits development.

"Pollution's Hidden Toll on Native Plants" from *National Wildlife*'s April/May 1997 issue, copyright © 1997 by National Wildlife Federation. Used by permission.

5 What is the meaning of the word *interlopers* as used in the third paragraph?

A visitors

B invaders

C achievers

D impostors

6 Read this sentence.

Though plants need nitrogen to grow, the researchers found that the elevated nitrogen levels stimulated the growth of grasses imported from Europe while impairing the growth of native grasses.

What is the meaning of the word *impairing* as it is used here?

A hastening

B damaging

C increasing

D disintegrating

7 How does a raised level of nitrogen in the soil affect the water supply?

A It increases pollution.

B It encourages oxygen.

C It activates organisms.

D It introduces nutrients.

8 Which idea from the article is not supported by evidence?

A Air-borne nitrogen is likely to disrupt other plant communities.

B Wedin and Tilman studied the effects of applied nitrogen for more than ten years.

C Air-borne nitrogen pollution from cars and power plants was approximated in a study.

D Changes in the amount of nitrogen in the soil change the amount of nitrogen in water supplies.

9 Which statement BEST summarizes the article?

A Scientists have discovered that when nitrogen levels in the soil increase, water supplies can become contaminated.

B Ecologists have discovered that air-borne nitrogen disrupts grassland growth and can affect plant communities in diverse areas.

C Ecologists have discovered that high levels of nitrogen cause non-native plants to grow while restricting the growth of native plants.

D Scientists have discovered that increased levels of nitrogen stimulate the growth of non-native plants but they also poison the water supply.

Read the following editorial and answer Numbers 1 through 11. You may look back at the editorial as often as you like.

Point of View on Advertising

by Andrew McFarland

Economists tell us that a healthy economy depends upon a healthy flow of goods and services. When people stop buying and selling, the economy goes into a tailspin. People become poor, and life becomes a barren struggle for survival at the subsistence level.

Someone who wants to sell something has to let people know what it is and how much it costs. A seller has to show wares and convince people that they need them. In other words, a seller has to advertise.

It has become fashionable recently to belabor advertising as a sinister plot to swindle the consumer and litter the countryside with huge piles of junk. Eye-catching, multicolored advertisements in slick magazines, as well as amusing commercials on TV, are decried as being not only insulting to the intelligence of the adult, but also, what's worse, damaging to the minds of children. Yet without them, both magazine publishers and television stations would go bankrupt, because advertisers contribute a major part of their revenue.

Another charge frequently made against the advertising industry is that advertising causes people to buy what they don't need or want. An unusual assertion indeed in a liberal democracy founded on the principle of free choice! This charge conjures up visions of a helpless citizenry enmeshed in a brainwashing mechanism. Search as you may, you will never find in American court records a single case of an innocent citizen being forced by advertisers or advertising into buying something he or she didn't want. Yes, *caveat emptor!* (let the buyer beware), but don't eliminate the sales pitch just because some people have bad judgment. Reflect for a moment on what this country would be today if it weren't for advertising.

Still other critics say that advertising contributes to pollution and is hastening the depletion of our raw materials. Because advertising is partly responsible for the flow of goods and services, this assertion may be true. But several other agents also contribute: the consumer who wants the goods, the manufacturer who profits by their production, the stockholder who wants a cut, the government that needs the tax money produced by the economy, and so on. Look back over this list and see where you fit in!

Next time you hear someone say that advertising has an adverse effect on the nation, remember that it is the catalyst in the essential buying-selling process.

"Point of View on Advertising" by CTB/McGraw-Hill editors.

1 How is this editorial organized?

A main idea supported by statistical examples

B critical ideas contradicted by logical statements

C a number of topics introduced for further development

D a number of topics considered, all of historical significance

2 Which technique does the author use to strengthen his argument about advertising?

A using personal testimonies

B giving statistics to show effectiveness

C addressing both positive and negative aspects

D describing advertisements that were successful

3 What method does the author use to convince the reader of his viewpoint?

A citing statistics

B quoting experts

C frightening the reader

D contradicting the critics

4 Which of the following ideas from the editorial is an example of faulty logic?

A To let people know what is for sale, sellers have to advertise.

B Without amusing commercials on TV, television stations would go bankrupt.

C You cannot take a company to court for selling something a buyer doesn't need.

D Manufacturers often contribute to pollution and hasten the depletion of our raw materials.

5 Read the following statement from the editorial.

Search as you may, you will never find in American court records a single case of an innocent citizen being forced by advertisers or advertising into buying something he or she didn't want.

Which phrase is used by the author to avoid a serious flaw in logic?

A "Search as you may"

B "an innocent citizen"

C "into buying something"

D "in American court records"

6 Which of the following ideas from the editorial is a FACT?

A Manufacturers profit by the production of goods.

B Most advertising is designed to brainwash people.

C Someone who wants to sell something must advertise.

D Television commercials damage the minds of children.

7 Which of the following ideas from the editorial is an OPINION?

A Advertising affects the flow of goods and services.

B Some magazines contain multicolored advertisements.

C Advertising causes consumers to buy items they do not need.

D Commercial television stations depend on advertising for revenue.

8 Read the following sentence.

Another charge frequently made against the advertising industry is that advertising causes people to buy what they don't need or want. An unusual assertion indeed . . .

What does the word *assertion* mean as used here?

A denial

B question

C statement

D predicament

9 According to the editorial, what would happen without advertising?

A Citizens would become wiser consumers.

B Farming would dominate economic decisions.

C Pollution and depletion of natural resources would increase.

D Exchange of goods and services would be drastically reduced.

10 Which of the following most accurately states the point of view of the author?

A Advertising contributes to pollution.

B Advertising is insulting to an intelligent adult.

C Advertising is an essential component of a healthy economy.

D Advertising causes people to buy things they don't want or need.

11 Advertising could hasten the depletion of raw materials by

A lowering environmental protection.

B causing inefficient production methods.

C generating over-consumption of products.

D providing excess profits to manufacturers.

Read the following article and answer Numbers 1 through 8. You may look back at the article as often as you like.

A Punctuation History

Imagine a world without commas or question marks. If that sounds great to you, you may wish you lived centuries ago, because punctuation as we know it today didn't always exist.

From Points to

Periods

(& commas, colons, dashes, ellipses, etc.):

by Pico Iyer

Greeks and Romans Get the Point

Both the Greeks and the Romans wrote without any separations between words; their inscriptions flowed in long, unbroken streams. The Latin word *punctus*, from which our word *punctuation* derives, simply means "point." And the first punctuation marks were just that—points placed between words in Greek and Latin texts to separate them. Later points were placed at different heights next to words to indicate places to pause or stop. The points didn't end sentences, or set off clauses, they simply gave some aid in reading aloud.

In fact, for centuries punctuation wasn't used to clarify grammar at all. It was used only to help people who were reading aloud figure out where to raise their voices, and where to slow down. The marks had nothing to do with meaning (so you were on your own if you needed to know a question from an exclamation).

Punctuation Heats Up

But things changed. In the 10th century, people started to write Latin with spaces between the words. An extra space at the end of a sentence became the rule, and a bigger letter was used at the beginnings of sentences and paragraphs. Parentheses showed up around 1500, and commas, periods, and semicolons were in use in Latin texts by the end of the 16th century.

By the end of the 17th century writers of English were using most of the marks of punctuation we're used to. However, the purpose of punctuation was still elocutionary, not syntactical.[1] The poet Ben Jonson was the first to recommend that punctuation marks be used to help readers figure out the meaning of a sentence, and not just how to recite it.

By the 18th century, writers of English had gone a little wild with punctuation, using commas to separate everything. It was Henry Watson Fowler and Francis George Fowler in *The King's English* (1906), who advocated easing up a bit. Our rules for correct punctuation still follow the guidelines that the Fowlers laid down.

Modern Rebels: Tom Wolfe and e.e. cummings

If, as the writer Pico Iyer states, punctuation has now become "a pillar that holds society upright," then an author's violation of the rules of punctuation can be a kind of rebellion. That does not mean that a writer ignores the rules, or makes unintentional mistakes. Instead, he or she both uses *and* breaks the rules to express meaning that can't be expressed in any other way. Poet e.e. cummings and journalist and novelist Tom Wolfe are two of the many writers whose work challenges the authority of the rules.

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[1] **syntactical:** of or relating to the rules for forming grammatical sentences

Adaptation of "From Points to Periods" from *Literary Cavalcade* Magazine's January 1997 issue, copyright © 1997 by Scholastic, Inc. Used by permission.

1 What is the author's purpose in writing this article?

A to promote the use of punctuation

B to explain the history of punctuation

C to demonstrate the rules of punctuation

D to illustrate the necessity of punctuation

2 How is the information in this article organized?

A events presented in the order they occurred

B general statements clarified by specific examples

C overall descriptions followed by detailed analyses

D definitions supported through references to authorities

3 In the development of punctuation, which appeared FIRST?

A points

B spaces

C ellipses

D semicolons

4 Read the following sentences from the article.

However, the purpose of punctuation was still elocutionary, not syntactical. The poet Ben Jonson was the first to recommend that punctuation marks be used to help readers figure out the meaning of a sentence, and not just how to recite it.

What is the meaning of *elocutionary* as it is used here?

A related to speaking publicly

B related to memorizing words

C related to arranging sentences

D related to understanding word meanings

5 Read the following sentence from the last paragraph under **"Punctuation Heats Up."**

It was Henry Watson Fowler and Francis George Fowler . . . who advocated easing up a bit.

What is the meaning of the word *advocated* as it is used in this paragraph?

A required

B continued

C discovered

D recommended

6 What is the central thought of the section entitled **"Modern Rebels: Tom Wolfe and e.e. cummings"**?

A Writer Pico Iyer is a rebel who violated punctuation rules.

B Writers today mold punctuation to express themselves individually.

C Tom Wolfe and e.e. cummings have many punctuation mistakes in their works.

D The importance of punctuation in contemporary society should not be overlooked.

7 If the next subheading in the article were **"The Electronic Age,"** which of the following questions would most likely be answered in the paragraph?

A Has punctuation advanced the electronic revolution?

B Will the rules of punctuation change in the computer era?

C Has punctuation been made obsolete by the electronic age?

D Will computer software adjust to punctuation requirements?

8 Which set of statements BEST summarizes the article?

A Punctuation has evolved throughout history. The guidelines and rules we now use were introduced by the 18th century; however, some modern writers have been known to change the rules to fit their individual needs.

B Punctuation has changed very little from the days of the Greeks and Romans. Some of the same punctuation marks and guidelines used in the 16th century are still used today, causing some contemporary authors to challenge existing rules.

C The purpose of punctuation has remained constant although the punctuation marks themselves have changed. Therefore, some 20th century writers agree that to ignore these rules may be considered a type of rebellion against society.

D Punctuation was introduced to the world by the Greeks and the Romans. Until the 17th century the purpose of punctuation was not to clarify grammar, but to aid people in reading aloud. As the purpose of punctuation changed, so have the rules, and very few rules currently remain.

BEST COPY AVAILABLE

Read the following article and answer Numbers 1 through 5. You may look back at the article as often as you like.

The Globe Theater

THE GLOBE THEATER, a playhouse originally constructed in 1599 across the Thames River from London, England, has been rebuilt a second time. The reconstructed theater was opened officially in 1997.

The Globe, perhaps the most famous theater in history, was the scene of William Shakespeare's major plays, and two of his works about English kings bracketed its early years. The first, *Henry V,* christened the new theater; the second, *Henry VIII,* was playing in 1613 when a cannon, discharged at the entry of the king, set the thatched roof afire and completely destroyed the building. It was rebuilt in a year, but again tragically razed in 1644.

It was in the opening chorus of *Henry V* that Shakespeare referred to the theater as "this wooden O." His pride was justified, since he had been made a part owner of the building.

The original Globe was constructed by a syndicate headed by the Burbage brothers, Cuthbert and Richard. To build it, they tore down their previous playhouse, "The Theater," and transported the timber to the new site on carts. Luckily, it was an extremely cold winter, so the workmen were able to haul the material across the Thames, rather than using the crowded London Bridge.

The stage itself was ideally suited to the intimate, swiftly moving style of Elizabethan drama. The jutting forestage was used for general action. Behind it, there was a curtained-off area that could become a bedroom, as in *Othello,* or a cave, as in *The Tempest*. Above that was a gallery that was ideal for balcony scenes, and over that a smaller gallery for musicians. Above all was a false ceiling, known as "the Heavens." Permanent doors gave access on either side of the main stage; trap doors allowed for sudden appearances and disappearances.

The general audience, known as "groundlings," stood in the unroofed "yard" of the theater to watch the plays. A rough and rowdy bunch, they loved ghosts, sword fights, and amusing wordplay. Around them, in the galleries, the wealthier customers sat. The courtiers and gallants, for a higher price, were allowed to sit on the stage itself.

Rebuilding the famous playhouse was the dream of American actor Sam Wanamaker. In London, just after World War II, he tried to find the site of the theater and could locate nothing more than a metal plaque on a decrepit brewery. He spent the next 40 years finding the money and organizing the reconstruction of an exact replica of the old Globe, just a few yards from its original location. Now, tourists visiting London can put themselves in the shoes of those Elizabethan playgoers who cheered and jeered from the yard and galleries of the "wooden O."

1 Workmen were able to haul materials across the Thames River because

A it was frozen over.

B London Bridge had been built.

C they had specialized equipment.

D it was less crowded than London Bridge.

2 What is apparent from the seating arrangements at the Globe?

A There was one ticket price for all.

B The audience appreciated fine music.

C Trap doors allowed for dramatic entrances.

D There were distinctions among social classes.

"The Globe Theater" by CTB/McGraw-Hill editors.

3 What is the main idea of this article?

A The Globe Theater has a long history.

B The Globe Theater is now a tourist attraction.

C The Globe Theater has recently been rebuilt.

D The Globe Theater is currently owned by a syndicate.

4 What caused the Globe Theater to burn down?

A a cannon shot

B a rowdy patron

C the king's entry

D the wooden stage

5 Which set of statements BEST summarizes the article?

A The Globe is the most famous theater in history because Shakespeare's plays were performed there. It burned down and then was rebuilt a year later.

B The Globe's design made it the ideal theater for Shakespeare's plays. For this reason, it was reconstructed after many years and despite difficult problems.

C The Globe was originally constructed by the Burbage brothers on the site of an earlier playhouse. After years as the site of Shakespeare's plays, it was razed and then rebuilt.

D The Globe, where Shakespeare's plays were first performed, is possibly the most famous theater in history. A rebuilt version of it was opened in London after a period of reconstruction.

Read the following paragraph and bus schedule and answer Numbers 1 through 8. You may look back at the paragraph and bus schedule as often as you like.

Timothy is planning to take a bus trip over the winter break. He will be leaving from Mobile. He is looking at the schedule below to help him plan his trip.

BUSES LEAVING MOBILE

Destination	Bus Number	Departs	Arrives	Stops
Chattanooga, TN	46	9:45 a.m.	6:10 p.m.	None (EXPRESS)
Dalton, GA	498	10:01 a.m.	9:00 p.m.	Montgomery, AL
Glasgow, KY	73	10:15 a.m.	1:15 p.m.	None (EXPRESS)
Lexington, KY	575	12:30 p.m.	7:00 a.m.	Tuscaloosa, AL Chattanooga, TN
Carbondale, IL	109	3:25 p.m.	2:00 p.m.	Madisonville, KY

1 What is the number of the bus that will make the most stops before reaching its final destination?

A 46
B 498
C 575
D 109

2 What is the number of the bus that stops in Montgomery, Alabama, before it reaches its final destination?

A 498
B 73
C 575
D 109

3 To which of the following cities is there a nonstop bus from Mobile?

A Dalton, GA
B Glasgow, KY
C Lexington, KY
D Carbondale, IL

4 What can you determine about the buses labeled "EXPRESS"?

A These buses drive faster.
B These buses don't cost as much.
C These buses carry more passengers.
D These buses don't make any stops.

Paragraph and bus schedule by CTB/McGraw-Hill editors.

5 What time does the bus to Carbondale, IL, leave Mobile?

A 10:01 a.m.

B 10:15 a.m.

C 12:30 p.m.

D 3:25 p.m.

6 A friend asks Timothy which bus to take to travel from Mobile to Montgomery. What is the number of the bus he should take?

A 46

B 498

C 73

D 109

7 The information in the bus schedule is organized by

A bus numbers numerically ordered.

B transfer places ordered by distance.

C destinations alphabetically ordered.

D departure times chronologically ordered.

8 The bus schedule presents information in

A related blocks of places and times.

B separate columns with headings.

C steps telling how to buy a ticket.

D interesting sites to see en route.

ITEMS

BY

STANDARD AND OBJECTIVE

STANDARD I: The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

OBJECTIVE

1. Identify supporting details.

ELIGIBLE CONTENT

- Identify details that support main idea(s) in one or more passages.

SAMPLE ITEMS

The item below references "Just Two Points Make One Dream Come True" on page 12.

1 Why does Fisher think it is funny when Dobbins wants to join the Wolverines?

* **A** Fisher's players are national champions.

B Fisher's players often become professionals.

C Fisher knows that Dobbins can't play basketball.

D Fisher thinks that Dobbins's scrapbook is comical.

The item below references "Park It" on page 24.

2 Which place has elevated boardwalks?

* **A** Bay Bluffs Park

B Intracoastal Waterway

C Blackwater River State Park

D Big Lagoon State Recreation Area

The item below references "Park It" on page 24.

3 In which park can you see sea turtles at night?

A Naval Live Oak Reservation

B Edward Ball Nature Preserve

* **C** Big Lagoon State Recreation Area

D Perdido Key State Recreation Area

The item below references "Park It" on page 24.

4 Where is Naval Live Oak Reservation?

A next to the Perdido Key area

* **B** along Highway 98 in Gulf Breeze

C next to Gulf Islands National Seashore

D by Santa Rosa Island just outside of Pensacola

The item below references "The Globe Theater" on page 42.

5 What caused the Globe Theater to burn down?

* **A** a cannon shot
B a rowdy patron
C the king's entry
D the wooden stage

The item below references "Flight Simulator" on page 31.

6 The BEST way to prepare for a career in flight simulation design is to

A learn how to fly and train others.
B major in psychology or sociology.
* **C** pursue a degree in engineering or science.
D receive on-the-job training in systems engineering.

The item below references "Flight Simulator" on page 31.

7 What field of knowledge is MOST important for a flight simulation designer?

A graphics
B aeronautics
C psychology
* **D** engineering

The item below references "Pollution's Hidden Toll on Native Plants" on page 34.

8 How are increased levels of nitrogen beneficial?

A They enrich native plants.
* **B** They stimulate imported grasses.
C They are good for water supplies.
D They are helpful for species diversity.

The item below references "Pollution's Hidden Toll on Native Plants" on page 34.

9 What is one important fact that researchers have found out about native grass plants?

A They require less attention.
B They require more nutrients.
* **C** They require low levels of nitrogen.
D They require regular supplies of water.

The item below references "Postal Delivery Time Line" on page 19.

10 When did the first mail travel by air?

A in 1920
B in 1918
C in the 1700s
* **D** in 1000 B.C.

The item below references "Saga of a Seagoing Dog" on page 15.

11 What was the author's reaction to the loss of Santos?

- **A** anger
- **B** optimism
- **C** happiness
- * **D** discouragement

The item below references "Saga of a Seagoing Dog" on page 15.

12 The puppy came to the family when

- **A** Dorothy got lost in the fog off the Bahamas.
- * **B** a couple offered them their choice of a litter.
- **C** Santos was working as a canal dog in Europe.
- **D** a fisherman found him swimming near a fishing tournament.

The item below references "The Terms of Trade" on page 21.

13 Which of the following is true about NAFTA's organization?

- **A** It is the ultimate step toward globalization of the world.
- **B** It is a move toward using tariffs to control other countries.
- * **C** It is an example of countries working together to lower trade barriers.
- **D** It is an example of being able to change rules in a short period of time.

The item below references "Dorothy Parker" on page 7.

14 When Dorothy Parker wrote, "Dear God, please make me stop writing like a woman," she meant she would rather write

- **A** with a masculine style.
- **B** without using her wit.
- **C** about something she knows.
- * **D** about something other than romantic love.

STANDARD I: The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

OBJECTIVE

2. Determine sequence of events.

ELIGIBLE CONTENT

- Identify sequential order in one or more passages. (Note: Sequential order may include dates; first, next, last; before and after; and order of events.)

SAMPLE ITEMS

The item below references "Dorothy Parker" on page 7.

1 How did Dorothy Parker begin her career as a writer?

* **A** as a copywriter for *Vogue*
B as a student at convent school
C as a drama critic for *Vanity Fair*
D as a member of the Algonquin Round Table

The item below references "In and of Ourselves We Trust" on page 10.

2 When does Andy Rooney decide that he stopped at the red light "because it's part of a contract we all have with each other"?

* **A** after he goes to bed
B while braking for the light
C during his wait at the light
D before he reaches Lewisburg

The item below references "Saga of a Seagoing Dog" on page 15.

3 What did Santos do when he FIRST arrived on the boat?

A He fell overboard.
* **B** He growled at the author.
C He barked at a nearby fishing boat.
D He whimpered as he smelled the wind.

The item below references "From Points to Periods" on page 39.

4 In the development of punctuation, which appeared FIRST?

* **A** points
B spaces
C ellipses
D semicolons

The item below references "Video Game Designer" on page 28.

5 The next step after approval of a game concept is to

A field test the game.

B produce story boards.

* **C** create a working model.

D estimate consumer reaction.

STANDARD I: The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

OBJECTIVE

3. Follow directions.

ELIGIBLE CONTENT

- Identify directions that are implicit or embedded in a passage.
- Identify the outcome or product of a set of directions.
- Recognize when a set of directions has been followed correctly.

Note: Directions will relate to activities that are appropriate for Grade 11 students.

SAMPLE ITEMS

The item below references "Park It" on page 24.

1 According to the chart, if campers want information about seasonal changes at a specific park or beach, they should telephone

A their travel agency.

B a historical society.

* **C** that recreation area.

D the brochure publishers.

The item below references "Park It" on page 24.

2 Campers who call one of the phone numbers below the Parks and Trails Guide are most likely seeking information about what kind of activities?

A winter

B summer

C on season

* **D** off season

The item below references "Park It" on page 24.

3 Which action shows that the chart was interpreted correctly?

A traveling to Fort Barrancas for fishing

B going to Naval Live Oak Reservation to rent a cabin

C hauling a boat to Perdido Key State Recreation Area

* D arriving at Big Lagoon State Recreation Area with canoes

STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material.

OBJECTIVE

1. Identify main idea.

ELIGIBLE CONTENT

- Recognize the main idea in a paragraph or passage(s). (Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view.)

SAMPLE ITEMS

The item below references "The Globe Theater" on page 42.

1 What is the main idea of this article?

* **A** The Globe Theater has a long history.

B The Globe Theater is now a tourist attraction.

C The Globe Theater has recently been rebuilt.

D The Globe Theater is currently owned by a syndicate.

The item below references "Flight Simulator" on page 31.

2 Which statement BEST expresses the main idea of this article?

A This is a demanding job that requires intense preparation and training

B This is an exciting job for people who like to work with others and make important decisions.

C This is a good job for people who like an eight-to-five schedule with few interruptions and little stress

* **D** This is a challenging job that calls upon all of your training and experience in a variety of scientific fields

The item below references "Just Two Points Make One Dream Come True" on page 12.

3 What is a major theme in this story?

* **A** It takes commitment to reach a goal.

B It takes conviction to sit on the bench.

C It takes persistence to get an education.

D It takes concentration to make a basket.

The item below references "In and of Ourselves We Trust" on page 10.

4 What is the main idea of this newspaper column?

* **A** We must trust each other in order to have a stable society.

B We stop at red lights because we obey social conventions.

C We should pay our taxes even when we don't agree with the government.

D We tell others about our honesty so they will be more likely to follow the rules.

The item below references "From Points to Periods" on page 39.

5 What is the author's purpose in writing this article?

A to promote the use of punctuation

* **B** to explain the history of punctuation

C to demonstrate the rules of punctuation

D to illustrate the necessity of punctuation

The item below references "From Points to Periods" on page 39.

6 What is the central thought of the section entitled **"Modern Rebels: Tom Wolfe and e.e. cummings"**?

A Writer Pico Iyer is a rebel who violated punctuation rules.

* **B** Writers today mold punctuation to express themselves individually.

C Tom Wolfe and e.e. cummings have many punctuation mistakes in their works.

D The importance of punctuation in contemporary society should not be overlooked.

The item below references "Dorothy Parker" on page 7.

7 The main idea of this article is that Dorothy Parker

A lost her sense of humor at the end of her life.

B is best known for her screenplay *A Star Is Born.*

C often wished that she could write without using humor.

* **D** is famous for both her wit and her insightful tales of love.

The item below references "Postal Delivery Time Line" on page 19.

8 Which phrase BEST describes the main idea of this time line?

A an in-depth history of the postal service

B an international tribute to the postal service

C a detailed history of technological advances in the postal service

* D a chronological list of important events concerning the postal service

The item below references "Video Game Designer" on page 28.

9 The author's main purpose in this article is to

A inspire.

* B inform.

C entertain.

D persuade.

STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material.

OBJECTIVE

2. Draw conclusions.

ELIGIBLE CONTENT

- Draw conclusions based on information in one or more passages.

SAMPLE ITEMS

The item below references "Dorothy Parker" on page 7.

1 What can the reader conclude about Dorothy Parker's time in school?

A She learned many practical skills.

* **B** She cared little about her education.

C She wrote many humorous essays that got her in trouble.

D She learned everything she needed to know to become a great writer.

The item below references "Dorothy Parker" on page 7.

2 What can the reader conclude from the poem about Dorothy Parker's attitude toward roses?

A She appreciates roses as examples of perfection.

B She believes roses symbolize a romantic relationship.

C She thinks roses are a poor substitute for time spent traveling.

* **D** She feels roses are fine but she would like something more substantial.

The item below references "Dorothy Parker" on page 7.

3 Which part of the poem demonstrates Dorothy Parker's wit?

A "A single flow'r he sent me, since we met."

B "Deep-hearted, pure, with scented dew still wet—"

C "Love long has taken for his amulet/One perfect rose."

* **D** "Why is it no one ever sent me yet/One perfect limousine?"

The item below references "Flight Simulator" on page 31.

4 What makes a simulator different from other training methods?

* **A** It reproduces actual conditions.

B It is used only for flight training.

C It is designed by professional trainers.

D It allows people to perform their jobs right away.

The item below references "Flight Simulator" on page 31.

5 A simulator for a space station is probably used to

- **A** study conditions in space.
- **B** launch the space shuttle into orbit.
- **C** form a satellite link among nations.
- * **D** prepare astronauts for living in space.

The item below references "In and of Ourselves We Trust" on page 10.

6 What can you conclude about Andy Rooney from this newspaper column?

- **A** He believes most people mistrust others.
- * **B** He considers himself a law-abiding citizen.
- **C** He thinks that he is perfect.
- **D** He trusts the Internal Revenue Service.

The item below references "In and of Ourselves We Trust" on page 10.

7 Rooney's statement "We do what we say we'll do. We show up when we say we'll show up" supports his belief that Americans are

- **A** proud.
- **B** prompt.
- * **C** trustworthy.
- **D** complacent.

The item below references "Just Two Points Make One Dream Come True" on page 12.

8 What is the attitude of the Wolverines towards Dobbins?

- **A** lenient
- **B** tolerant
- * **C** admiring
- **D** flattering

The item below references "The Terms of Trade" on page 21.

9 Trade barriers tend to have the hardest impact on the

- **A** country importing the products.
- * **B** people buying the imported products.
- **C** domestic industries selling the same products.
- **D** international organization resolving trade disputes.

The item below references "The Globe Theater" on page 42.

10 What is apparent from the seating arrangements at the Globe?

- **A** There was one ticket price for all.
- **B** The audience appreciated fine music.
- **C** Trap doors allowed for dramatic entrances.
- * **D** There were distinctions among social classes.

The item below references "Postal Delivery Time Line" on page 19.

11 Which date indicates the first effect of scientific advances on the delivery of the mail?

A 1639

* **B** 1813

C 1832

D 1918

The item below references "Postal Delivery Time Line" on page 19.

12 What might be seen as a major trend in postal service?

* **A** speeding up the time of delivery

B making stamps attractive to collectors

C offering service to the common people

D providing increased security for postal customers

The item below references "Saga of a Seagoing Dog" on page 15.

13 Schipperkes helped barges navigate the canals by

A swimming alongside the barges.

B smelling the thick fog to locate land.

C alerting the captain of passengers overboard.

* **D** encouraging tow horses to continue walking.

The item below references "Saga of a Seagoing Dog" on page 15.

14 When the author first met the dog, Santos seemed

A cheerful.

B miserable.

* **C** unfriendly.

D affectionate.

The item below references "Saga of a Seagoing Dog" on page 15.

15 Why did Diego tear open the "last package of tortilla chips, crackling the bag noisily"?

A to help in the preparation of lunch

B to offer some food to the port captain

* **C** to tempt the dog to come out of hiding

D to encourage the family to eat before leaving

The item below references "Park It" on page 24.

16 Why is an area near Pensacola referred to as "The Canoe Capital of Florida"?

A It has a long coastline.

B It is situated in a quiet harbor.

* **C** It has many slow-moving streams.

D It is situated in the state forest system.

STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material.

OBJECTIVE

3. Determine cause and effect.

ELIGIBLE CONTENT

- Infer the cause(s) of effect(s) stated or implied in a passage.
- Infer the effect(s) of cause(s) stated or implied in a passage.

SAMPLE ITEMS

The item below references "Flight Simulator" on page 31.

1 The author's experience with the flight simulation company probably

A prepared him to be a pilot.

B led him to pursue a degree in electronics.

C taught him a lot about the Apollo program.

* D helped him get a position with the space program.

The item below references "Flight Simulator" on page 31.

2 What is one of the common causes of long work hours in this field?

A unscheduled space launches

B team meetings to discuss future projects

* C unexpected events during space missions

D special training to prepare new employees

The item below references "Just Two Points Make One Dream Come True" on page 12.

3 What happens because Dobbins shows his scrapbook to Fisher?

* A Dobbins makes the team.

B Dobbins sits in the stands.

C Dobbins drives to Atlanta.

D Dobbins plays his first game.

The item below references "Just Two Points Make One Dream Come True" on page 12.

4 What happens to Dobbins because Michigan recruits the Fab Five?

A He joins an opposing team.

B He drives to different cities.

C He is traded to another team.

* D He is dropped from the team.

The item below references "The Globe Theater" on page 42.

5 Workmen were able to haul materials across the Thames River because

* **A** it was frozen over.
B London Bridge had been built.
C they had specialized equipment.
D it was less crowded than London Bridge.

The item below references "Pollution's Hidden Toll on Native Plants" on page 34.

6 How does a raised level of nitrogen in the soil affect the water supply?

* **A** It increases pollution.
B It encourages oxygen.
C It activates organisms.
D It introduces nutrients.

The item below references "Pollution's Hidden Toll on Native Plants" on page 34.

7 What effect does an increased level of nitrogen have on non-native grasses?

A It blocks nutrients.
* **B** It stimulates growth.
C It activates diversity.
D It inhibits development.

The item below references "Video Game Designer" on page 28.

8 What convinced Atari of the author's creative abilities?

A her early drawings
B her job application
C her scientific sketches
* **D** her award-winning film

The item below references "Point of View on Advertising" on page 36.

9 Advertising could hasten the depletion of raw materials by

A lowering environmental protection.
B causing inefficient production methods.
* **C** generating over-consumption of products.
D providing excess profits to manufacturers.

STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material.

OBJECTIVE

4. Detect propaganda; distinguish fact from opinion.

ELIGIBLE CONTENT

- Identify an author's purpose or point of view in one or more passages.
- Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action.
- Identify the purpose of specific persuasive techniques, but not label or define the techniques.
- Distinguish facts from opinions based on a passage.

SAMPLE ITEMS

The item below references "Point of View on Advertising" on page 36.

1 Which of the following ideas from the editorial is a FACT?

* **A** Manufacturers profit by the production of goods.

B Most advertising is designed to brainwash people.

C Someone who wants to sell something must advertise.

D Television commercials damage the minds of children.

The item below references "Point of View on Advertising" on page 36.

2 According to the editorial, what would happen without advertising?

A Citizens would become wiser consumers.

B Farming would dominate economic decisions.

C Pollution and depletion of natural resources would increase.

* **D** Exchange of goods and services would be drastically reduced.

The item below references "Point of View on Advertising" on page 36.

3 Which of the following most accurately states the point of view of the author?

A Advertising contributes to pollution.

B Advertising is insulting to an intelligent adult.

* C Advertising is an essential component of a healthy economy.

D Advertising causes people to buy things they don't want or need.

The item below references "Point of View on Advertising" on page 36.

4 What method does the author use to convince the reader of his viewpoint?

A citing statistics

B quoting experts

C frightening the reader

* D contradicting the critics

The item below references "Point of View on Advertising" on page 36.

5 Which of the following ideas from the editorial is an OPINION?

A Advertising affects the flow of goods and services.

B Some magazines contain multicolored advertisements.

* C Advertising causes consumers to buy items they do not need.

D Commercial television stations depend on advertising for revenue.

The item below references "In and of Ourselves We Trust" on page 10.

6 Why does Rooney change from "I" to "we" about halfway through the newspaper column?

A to urge readers to obey traffic laws

B to enable readers to understand the social contract

* C to encourage readers to identify with his point of view

D to lead readers to consider conventions more important than laws

STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material.

OBJECTIVE

5. Recognize statements that adequately summarize a passage.

ELIGIBLE CONTENT

None specified.

SAMPLE ITEMS

The item below references "Pollution's Hidden Toll on Native Plants" on page 34.

1 Which statement BEST summarizes the article?

A Scientists have discovered that when nitrogen levels in the soil increase, water supplies can become contaminated.

B Ecologists have discovered that air-borne nitrogen disrupts grassland growth and can affect plant communities in diverse areas.

* C Ecologists have discovered that high levels of nitrogen cause non-native plants to grow while restricting the growth of native plants.

D Scientists have discovered that increased levels of nitrogen stimulate the growth of non-native plants but they also poison the water supply.

The item below references "In and of Ourselves We Trust" on page 10.

2 Which set of statements BEST summarizes this newspaper column?

A The Internal Revenue Service needs to enforce stronger tax laws. Otherwise, no one will pay taxes.

* B The stability of society is built on trust. Without trust the contract we have with each other would be destroyed.

C If we did not trust each other, there would be a tax revolt. The contract we have with each other would be destroyed.

D Through trusting each other to obey laws, we build a solid government. We must have a strong police force in order to ensure that stability.

The item below references "From Points to Periods" on page 39.

3 Which set of statements BEST summarizes the article?

* **A** Punctuation has evolved throughout history. The guidelines and rules we now use were introduced by the 18th century; however, some modern writers have been known to change the rules to fit their individual needs.

B Punctuation has changed very little from the days of the Greeks and Romans. Some of the same punctuation marks and guidelines used in the 16th century are still used today, causing some contemporary authors to challenge existing rules.

C The purpose of punctuation has remained constant although the punctuation marks themselves have changed. Therefore, some 20th century writers agree that to ignore these rules may be considered a type of rebellion against society.

D Punctuation was introduced to the world by the Greeks and the Romans. Until the 17th century the purpose of punctuation was not to clarify grammar, but to aid people in reading aloud. As the purpose of punctuation changed, so have the rules, and very few rules currently remain.

The item below references "Video Game Designer" on page 28.

4 Which set of statements BEST summarizes the author's advice for entering and working in the video game design business?

A Obtain a master's degree in computers and open your own design house. Develop your own games and then sell them to other companies.

B Pursue a double major in art and computers and form a team of developers. Sell your games to software companies and collect royalties.

C Major in animation and find a job that will teach you how to use computers. Improve your skills by taking night classes and attending children's cultural events.

* **D** Obtain a degree in an art-related field and learn as much as you can about computers. Continue to improve your skills and keep in touch with what kids are doing.

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The item below references "Just Two Points Make One Dream Come True" on page 12.

5 Which set of statements BEST summarizes the story?

A Sean Dobbins wanted to score a two-point basket during his college basketball career. He scored with a free throw during his sophomore year but still wanted a two-point basket. Even though he never got to play, his teammates loved his spirit.

*** B** Sean Dobbins dreamed of making a two-point basket during his college basketball career. Through a number of circumstances, he almost lost out on that dream. But in his senior year he finally realized his goal when he scored a basket in the final seconds of a tournament game.

C Sean Dobbins wanted to make a basket during his college basketball career. Even though he scored with a free throw, it was not good enough. He thought that he had two years left in which to score a basket. But unfortunately he had to leave the team when the Fab Five were recruited.

D Sean Dobbins was able to get on the Wolverines team by showing his high school scrapbook to the coach. He played for two seasons but had to leave the team in his junior year when the Fab Five were recruited. He never lost his enthusiasm and got a chance to play again with the team in his senior year.

The item below references "Saga of a Seagoing Dog" on page 15.

6 Which set of statements BEST summarizes the story?

A Santos repeatedly falls or jumps overboard but is returned each time to his family's sailboat. One time he is lost off South America but is brought back by a port captain.

*** B** The author reluctantly accepts a puppy onboard his sailboat. The dog, intelligent and full of fun, endears himself to the family and has a variety of adventures on and off the boat.

C *Breath*, the family sailboat, becomes the home of a happy, adventurous dog. At the end of the story, Santos jumps overboard to play on shore with another dog and some children.

D A family adopts a schipperke puppy that was bred to be aboard a boat and help with navigation. As a puppy, Santos falls overboard twice; one of those times he comes back to the family with a skin diver.

The item below references "The Globe Theater" on page 42.

7 Which set of statements BEST summarizes the article?

A The Globe is the most famous theater in history because Shakespeare's plays were performed there. It burned down and then was rebuilt a year later.

B The Globe's design made it the ideal theater for Shakespeare's plays. For this reason, it was reconstructed after many years and despite difficult problems.

C The Globe was originally constructed by the Burbage brothers on the site of an earlier playhouse. After years as the site of Shakespeare's plays, it was razed and then rebuilt.

*** D** The Globe, where Shakespeare's plays were first performed, is possibly the most famous theater in history. A rebuilt version of it was opened in London after a period of reconstruction.

STANDARD III: The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.

OBJECTIVE

1. Recognize fallacies of logic and judge strength of argument.

ELIGIBLE CONTENT

- Recognize faulty logic in one or more passages.
- Evaluate faulty logic in one or more passages.
- Recognize the strength(s) or weakness(es) of argument(s) in one or more passages.
- Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages.
- Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.

SAMPLE ITEMS

The item below references "Point of View on Advertising" on page 36.

1 Which of the following ideas from the editorial is an example of faulty logic?

A To let people know what is for sale, sellers have to advertise.

* **B** Without amusing commercials on TV, television stations would go bankrupt.

C You cannot take a company to court for selling something a buyer doesn't need.

D Manufacturers often contribute to pollution and hasten the depletion of our raw materials.

The item below references "Point of View on Advertising" on page 36.

2 Read the following statement from the editorial.

Search as you may, you will never find in American court records a single case of an innocent citizen being forced by advertisers or advertising into buying something he or she didn't want.

Which phrase is used by the author to avoid a serious flaw in logic?

A "Search as you may"

B "an innocent citizen"

C "into buying something"

* **D** "in American court records"

The item below references "Point of View on Advertising" on page 36.

3 Which technique does the author use to strengthen his argument about advertising?

A using personal testimonies

B giving statistics to show effectiveness

* C addressing both positive and negative aspects

D describing advertisements that were successful

The item below references "In and of Ourselves We Trust" on page 10.

4 What is the most convincing reason Rooney gives for not going through the red light?

A It is against the law.

B We just don't go through red lights.

* C It is part of a contract we have with each other.

D We stop in this situation because it makes us feel proud.

The item below references "Pollution's Hidden Toll on Native Plants" on page 34.

5 Which idea from the article is not supported by evidence?

* A Air-borne nitrogen is likely to disrupt other plant communities.

B Wedin and Tilman studied the effects of applied nitrogen for more than ten years.

C Air-borne nitrogen pollution from cars and power plants was approximated in a study.

D Changes in the amount of nitrogen in the soil change the amount of nitrogen in water supplies.

The item below references "Postal Delivery Time Line" on page 19.

6 If Leann wants to make the point that mail delivery was often difficult, which fact would be BEST to include in her research paper?

A In 1896, Rural Free Delivery of mail began.

B In 1963, Zip Code numbers were put into use.

* C In 1799, Congress passed a death penalty for robbing the mail.

D In 1941, a post office on wheels, called Highway Post Office (HYPO), was initiated.

The item below references "Park It" on page 24.

7 How does the author support the statement that the Pensacola area is "one of the most beautiful and well-preserved natural environments in the country"?

A by listing recreational activities

B by naming state recreation areas

* C by describing the scenery and wildlife

D by outlining the geographic boundaries

STANDARD III: The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.

OBJECTIVE

2. Analyze literary elements.

ELIGIBLE CONTENT

- Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. (Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.)

SAMPLE ITEMS

The item below references "Dorothy Parker" on page 7.

1 What is the theme of the poem?

A Love will last no matter what gifts are given.

* B Women desire more than symbolism in a gift.

C Love should be shown through inexpensive gifts.

D Women know a single rose is a better gift than jewelry.

The item below references "Dorothy Parker" on page 7.

2 What is the tone of the poem?

A angry

* B ironic

C tender

D dramatic

The item below references "Saga of a Seagoing Dog" on page 15.

3 What is the tone of this story?

A nostalgic regret

B harsh irritation

* C gentle amusement

D sarcastic mockery

The item below references "Just Two Points Make One Dream Come True" on page 12.

4 What word BEST describes Dobbins's character?

A critical

B humorous

C pessimistic

* D determined

The item below references "Just Two Points Make One Dream Come True" on page 12.

5 What method does the author use to dramatize the final scene of his story?

A He interviews the coach.

* B He quotes two ballplayers.

C He mentions the scrapbook.

D He discusses team motivation.

STANDARD III: The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.

OBJECTIVE

3. Demonstrate understanding of figurative language and analogy.

ELIGIBLE CONTENT

- Analyze the use of analogy in a passage.
- Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. (Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole [overstatement].)

SAMPLE ITEMS

The item below references "Dorothy Parker" on page 7.

1 Who or what is the messenger in the line, "All tenderly his messenger he chose"?

* **A** flower
B limousine
C amulet
D heart

The item below references "Flight Simulator" on page 31.

2 What does the author mean by "getting into a person's senses"?

A studying the physical effects of stress
B measuring the intelligence of humans
C controlling a person's thoughts and feelings
* **D** understanding what a person is seeing and hearing

The item below references "Video Game Designer" on page 28.

3 When the author says, "Another way to go is to open up your own house," she is comparing a working group to a

A team.
* **B** family.
C school.
D neighborhood.

STANDARD IV: The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

OBJECTIVE

1. Determine word meaning through the use of context clues.

ELIGIBLE CONTENT

- Determine the meaning of words or phrases in context. (Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.)

SAMPLE ITEMS

The item below references "Pollution's Hidden Toll on Native Plants" on page 34.

1 What is the meaning of the word *interlopers* as used in the third paragraph?

A visitors
*** B** invaders
C achievers
D impostors

The item below references "Pollution's Hidden Toll on Native Plants" on page 34.

2 What is the meaning of the word *enhancing* as it is used in the first paragraph?

A creating
B decreasing
*** C** stimulating
D illuminating

The item below references "Pollution's Hidden Toll on Native Plants" on page 34.

3 Read this sentence.

Though plants need nitrogen to grow, the researchers found that the elevated nitrogen levels stimulated the growth of grasses imported from Europe while impairing the growth of native grasses.

What is the meaning of the word *impairing* as it is used here?

A hastening
*** B** damaging
C increasing
D disintegrating

The item below references "Point of View on Advertising" on page 36.

4 Read the following sentence.

Another charge frequently made against the advertising industry is that advertising causes people to buy what they don't need or want. An unusual assertion indeed . . .

What does the word *assertion* mean as used here?

A denial

B question

* **C** statement

D predicament

The item below references "Saga of a Seagoing Dog" on page 15.

5 Read the following sentence from the story.

He had been an endlessly amusing little rogue.

What does the word *rogue* mean as it is used here?

* **A** rascal

B friend

C stranger

D monster

The item below references "Saga of a Seagoing Dog" on page 15.

6 What does the author probably mean by the word *unbidden* when he writes that Santos "would creep unbidden into the lonely helmsman's lap"?

A not aided

* **B** not invited

C not ashamed

D not observed

The item below references "From Points to Periods" on page 39.

7 Read the following sentence from the last paragraph under **"Punctuation Heats Up."**

It was Henry Watson Fowler and Francis George Fowler . . . who advocated easing up a bit.

What is the meaning of the word *advocated* as it is used in this paragraph?

A required

B continued

C discovered

* **D** recommended

The item below references "From Points to Periods" on page 39.

8 Read the following sentences from the article.

However, the purpose of punctuation was still elocutionary, not syntactical. The poet Ben Jonson was the first to recommend that punctuation marks be used to help readers figure out the meaning of a sentence, and not just how to recite it.

What is the meaning of *elocutionary* as it is used here?

* **A** related to speaking publicly

B related to memorizing words

C related to arranging sentences

D related to understanding word meanings

STANDARD IV: The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

OBJECTIVE

2. Demonstrate the ability to preview and predict.

ELIGIBLE CONTENT

- Preview text features to make a prediction about the text content. (Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.)

SAMPLE ITEMS

The item below references "Video Game Designer" on page 28.

1 If the next subheading in this article were "WHERE WE'RE HEADED," which of the following subjects would most likely be covered in that paragraph?

A the reader's future needs

B the future of children's culture

C the author's plans for the future

* **D** the future of video game design

The item below references "From Points to Periods" on page 39.

2 If the next subheading in the article were **"The Electronic Age,"** which of the following questions would most likely be answered in the paragraph?

A Has punctuation advanced the electronic revolution?

* **B** Will the rules of punctuation change in the computer era?

C Has punctuation been made obsolete by the electronic age?

D Will computer software adjust to punctuation requirements?

STANDARD IV: The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

OBJECTIVE

3. Discern organizational patterns.

ELIGIBLE CONTENT

- Determine the organizational pattern of a passage, but not label the pattern. (Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.)

SAMPLE ITEMS

The item below references "Flight Simulator" on page 31.

1 In the section titled "HOW I GOT STARTED," information is organized by

A date.

B skill.

* **C** time.

D importance.

The item below references "From Points to Periods" on page 39.

2 How is the information in this article organized?

* **A** events presented in the order they occurred

B general statements clarified by specific examples

C overall descriptions followed by detailed analyses

D definitions supported through references to authorities

The item below references "Park It" on page 24.

3 How are the first and second parts of this brochure different?

* **A** The first part promotes the features of parks; the second part lists factual information.

B The first part lists sequential details; the second part promotes the highlights of parks.

C The first part lists details; the second part contains chronological information about parks.

D The first part contains chronological information about parks; the second part describes various features

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The item below references "Postal Delivery Time Line" on page 19.

4 This time line is organized according to

* **A** when the events happened.
B where the events happened.
C the importance of the events.
D the people involved in the events.

The item below references "Point of View on Advertising" on page 36.

5 How is this editorial organized?

A main idea supported by statistical examples
* **B** critical ideas contradicted by logical statements
C a number of topics introduced for further development
D a number of topics considered, all of historical significance

The item below references "Video Game Designer" on page 28.

6 Information in the article is organized according to

A isolated blocks of information.
* **B** separate sections with headings.
C steps explaining how to enter the field.
D important events in the author's career.

The item below references the paragraph and bus schedule "Buses Leaving Mobile" on page 44.

7 The bus schedule presents information in

A related blocks of places and times.
* **B** separate columns with headings.
C steps telling how to buy a ticket.
D interesting sites to see en route.

The item below references the paragraph and bus schedule "Buses Leaving Mobile" on page 44.

8 The information in the bus schedule is organized by

A bus numbers numerically ordered.
B transfer places ordered by distance.
C destinations alphabetically ordered.
* **D** departure times chronologically ordered.

STANDARD IV: The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

OBJECTIVE

4. Demonstrate the ability to locate information in reference material.

ELIGIBLE CONTENT

- Comprehend information in reference materials. (Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.)

SAMPLE ITEMS

The item below references "Park It" on page 24.

1 Which park has shower facilities?

A Fort Barrancas

B Naval Live Oak Reservation

C Blackwater River State Park

* D Perdido Key Area Johnson Beach

The item below references "The Terms of Trade" on page 21.

2 Jesse decides to support his paper's arguments with concrete examples of countries that are putting free trade agreements into practice. Which heading should Jesse first research at the library?

A Tariffs

* B NAFTA

C Globalization

D Protectionism

The item below references "The Terms of Trade" on page 21.

3 What is the BEST way for Jesse to locate countries that have recently established trade barriers?

* A by gathering information from the WTO

B by researching the history of the GATT

C by discovering more facts about free trade

D by investigating the theory of globalization

The item below references "The Terms of Trade" on page 21.

4 A tax on imported products is called

* A a tariff.

B a quota.

C an export.

D a trade barrier.

The item below references "The Terms of Trade" on page 21.

5 Products that are brought from another country and used domestically are called

A tariffs.

B quotas.

C exports.

* **D** imports.

The item below references "The Terms of Trade" on page 21.

6 What is the trend toward a worldwide market that has no national boundaries called?

A free trade

B trade barriers

* **C** globalization

D protectionism

The item below references "The Terms of Trade" on page 21.

7 Jesse wants to trace the movement toward a worldwide market. He wants to include the resolution of recent trade conflicts in his research paper. Under which heading should Jesse look?

* **A** WTO

B GATT

C Protectionism

D Trade barriers

The item below references the paragraph and bus schedule "Buses Leaving Mobile" on page 44.

8 What is the number of the bus that will make the most stops before reaching its final destination?

A 46

B 498

* **C** 575

D 109

The item below references the paragraph and bus schedule "Buses Leaving Mobile" on page 44.

9 What is the number of the bus that stops in Montgomery, Alabama, before it reaches its final destination?

* **A** 498

B 73

C 575

D 109

The item below references the paragraph and bus schedule "Buses Leaving Mobile" on page 44.

10 To which of the following cities is there a nonstop bus from Mobile?

A Dalton, GA

* **B** Glasgow, KY

C Lexington, KY

D Carbondale, IL

The item below references the paragraph and bus schedule "Buses Leaving Mobile" on page 44.

11 What can you determine about the buses labeled "EXPRESS"?

A These buses drive faster.

B These buses don't cost as much.

C These buses carry more passengers.

* **D** These buses don't make any stops.

The item below references the paragraph and bus schedule "Buses Leaving Mobile" on page 44.

12 What time does the bus to Carbondale, IL, leave Mobile?

A 10:01 a.m.

B 10:15 a.m.

C 12:30 p.m.

* **D** 3:25 p.m.

The item below references the paragraph and bus schedule "Buses Leaving Mobile" on page 44.

13 A friend asks Timothy which bus to take to travel from Mobile to Montgomery. What is the number of the bus he should take?

A 46

* **B** 498

C 73

D 109

ANSWER KEY

ANSWER KEY FOR PASSAGES WITH ITEMS

"Dorothy Parker"
1. D
2. A
3. D
4. B
5. B
6. B
7. A
8. D
9. D

"In and of Ourselves We Trust"
1. B
2. C
3. C
4. C
5. A
6. A
7. B

"Just Two Points Make One Dream Come True"
1. A
2. A
3. A
4. D
5. C
6. D
7. B
8. B

"Saga of a Seagoing Dog"
1. C
2. C
3. B
4. C
5. A
6. B
7. D
8. B
9. D
10. B

"Postal Delivery Time Line"
1. A
2. C
3. D
4. B
5. A
6. D

"The Terms of Trade"
1. A
2. B
3. B
4. A
5. A
6. D
7. C
8. C

"Park It"
1. C
2. D
3. D
4. A
5. C
6. B
7. D
8. A
9. C
10. C

"Video Game Designer"
1. B
2. B
3. C
4. D
5. B
6. D
7. D

"Flight Simulator"
1. D
2. D
3. A
4. C
5. D
6. D
7. C
8. C
9. D

"Pollution's Hidden Toll on Native Plants"
1. C
2. B
3. C
4. B
5. B
6. B
7. A
8. A
9. C

"Point of View on Advertising"
1. B
2. C
3. D
4. B
5. D
6. A
7. C
8. C
9. D
10. C
11. C

"From Points to Periods"
1. B
2. A
3. A
4. A
5. D
6. B
7. B
8. A

"The Globe Theater"
1. A
2. D
3. A
4. A
5. D

"Buses Leaving Mobile"
1. C
2. A
3. B
4. D
5. D
6. B
7. D
8. B